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ABSTRACT

This report presents findings of a study that compared faculty workloads and the activities of department chairs and temporary faculty both within and between the California State University (CSU) 20 campus system and a comparable set of institutions (n=35) located throughout the United States. Study findings address the following issues: permanent and temporary faculty hours worked and allocation of time to activities; permanent and temporary faculty research, creative, and professional activities; permanent and temporary faculty teaching load and teaching activities; department chairs' hours worked and time allocations; comparison of chairs' research and creative activities; chairs' teaching load and teaching activities; chairs' evaluations of faculty satisfaction and wants; gender differences in faculty workload; and ethnic differences in faculty workload. Included among the findings are the following items: (1) estimates regarding the length of the work week are extremely varied; (2) regardless of rank, greater levels of dissatisfaction were reported by CSU faculty for institutional support for workload; (3) CSU faculty spent considerably less time performing or giving exhibitions in the fine arts than the national sample did, regardless of the size of institution; and (4) CSU faculty spent a significantly greater percentage of time on instructional paperwork and research and scholarly activities across the ranks. Appendices include administrative forms and discipline category analyses. (Contains 48 references.) (GLR)

CSU Faculty Workload Study

Final Report

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CSU Institute for Teaching and Learning
and
ERIC Clearinghouse on Higher Education

The California State University Institute for Teaching and Learning (CSU/ITL) facilitates a 20-campus network of teaching and learning programs in the CSU system. ERIC/HE has entered into an agreement with CSU/ITL to process documents produced by the system and create a mini-collection within the ERIC database.

Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

All CSU/ITL ERIC RIE citations are tagged with the following identifiers appearing in the IDEN:Field:

- College Teaching and Learning Collection; and
- California State University for Teaching and Learning.

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Summary[1]

The purpose of the study was to collect and analyze empirical data enabling comparisons of faculty workloads both within and between The California State University (CSU) system and a comparable set of institutions located throughout the United States. A questionnaire was designed, pretested, and administered to a sample of CSU faculty and faculty from comparable institutions in order to test the hypothesis that there are no differences in average workload between CSU faculty and faculty from comparable institutions. The sample was constructed to allow for workload comparisons of permanent faculty by institutional size, academic rank, and discipline, as well as by demographic characteristics. In addition, the activities of department chairs and temporary faculty were examined.

This study was conducted in response to a request for proposals sponsored jointly by The California State University and the California Faculty Association, in cooperation with the Academic Senate of The California State University. That request was an outgrowth of the collective bargaining relationship between The California State University and the California Faculty Association.

The CSU system, which contains 20 campuses with a combined enrollment of over 340,000 students, has historically placed a great deal of emphasis on teaching. This is mandated by the California Master Plan for Higher Education, and is reflected in current workload policy. However, since the 1970s, CSU tenure and promotion policies have also incorporated service and scholarly activities, as well as teaching requirements, into the criteria for advancement.

CSU faculty have collectively expressed the belief that workloads within the CSU system have grown and changed in certain respects. Faculty have indicated that their workloads have been impacted by the increased cultural diversity among students, and by an increased emphasis on scholarly productivity. Factors such as these have led some faculty to conclude that the workload within the CSU system is heavier than that of their counterparts in comparable institutions.

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[1] This summary is provided to give the reader a document which outlines the rationale, sample, methods, and general pattern of findings of the full report. The full report includes a detailed review of relevant literature and presents the survey findings with detailed statistical analyses.

This study arises out of a shared belief, held by both The California State University administration and the California Faculty Association, regarding the need to conduct an empirical analysis comparing workloads of CSU faculty with those of faculty from a matched sample of institutions throughout the United States. An empirical analysis of workload is a necessary step in addressing faculty concerns regarding workload issues.

This study provides valuable new information regarding the workload of permanent faculty in the CSU system and comparable institutions, the workload and activities of chairs and temporary faculty, and the effects of faculty and institutional characteristics on types and amounts of workload activities.

Separate questionnaires were developed for permanent faculty and department chairs (for CSU and national samples), and for temporary faculty (for the CSU sample only). Items in the questionnaire were designed to obtain information on respondents' basic demographic characteristics; the average amount of time spent on a variety of activities broadly categorized as either teaching, research/scholarly/creative activities, or university/public service; the types of activities performed; and specific assigned responsibilities.

Results from the questionnaire were analyzed to address issues that relate to the following questions:

Are there differences in average workloads for teaching and student contact (i.e., course enrollments, advising, and individualized instruction) and committee assignments between CSU faculty and faculty in the national sample?

Are there differences in average workloads with respect to research and creative activities between CSU faculty and faculty in the national sample?

Are there differences in satisfaction with institutional support and workload requirements between CSU faculty and faculty in the national sample?

Design and Sample Selection

The study used a cross-sectional survey design administered by mail, with first class introductory letters and a post-card follow up.

The sample consisted of five separate subsamples. The five subsamples were: 1) permanent (tenured and tenure track) CSU faculty, 2) permanent faculty from a sample of comparable institutions throughout the United States, 3) CSU department chairs, 4) department chairs from a sample of comparable institutions, and 5) temporary CSU faculty. The subsamples of permanent faculty and chairs are referred to as the "faculty sample" and the "chairs sample." Additionally, we refer to those faculty and chairs from the CSU sample and the sample of comparable institutions from around the United States as the "CSU sample" and the "USA sample," respectively. The sample of temporary faculty from the CSU system has no comparable national sample and will be referred to as the "temporary faculty sample."

The list of comparable institutions from which the USA sample was drawn consisted of 35 universities selected on the basis of several criteria. These institutions are in 22 states and are geographically distributed throughout the United States. Five are located in western states, 10 are in midwestern states, 10 are in southeastern states, and 10 are in northeastern states. The primary category for selection was size of institution. The sample of USA institutions consisted of 10 universities with more than 20,000 students, 16 universities with between 10,000 and 20,000 students, and 9 universities with fewer than 10,000 students. These criteria resulted in a strong match between CSU and USA institutions. There is, however, one area where USA institutions differ significantly from CSU institutions. Specifically, all of the largest institutions and five of the medium-sized institutions offer doctoral degrees. Since the CSU system is not allowed to offer doctoral degrees, this dissimilarity could not be avoided. When looking at comparable institutions outside of California, it is not possible to locate large universities that do not offer doctoral level education.

The sample design was developed to meet the following criteria: 1) to be of sufficient size as to permit statistically reliable comparisons across major strata; 2) to over-sample typically under-represented faculty (women and ethnic minorities); and 3) to be stratified by size of institution, academic rank, and discipline category.[2] This design yielded a good sample for the study.[3] The overall response rate for the study was 62% with subsample sizes of 1,954 CSU faculty, 1,117 USA faculty, 396 CSU chairs, 220 USA chairs, and 712 CSU temporary faculty responding to the survey. For CSU and USA faculty samples, 36.2% and 43.6% were women, while 24.8% and 9.9% were non-white, respectively.

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[2] For a detailed discussion of the sampling techniques used, please refer to the Design and Sample Selection section of the full report.

[3] For a complete breakdown of numbers and percentages for each category, refer to Table 2.1 in the full report.

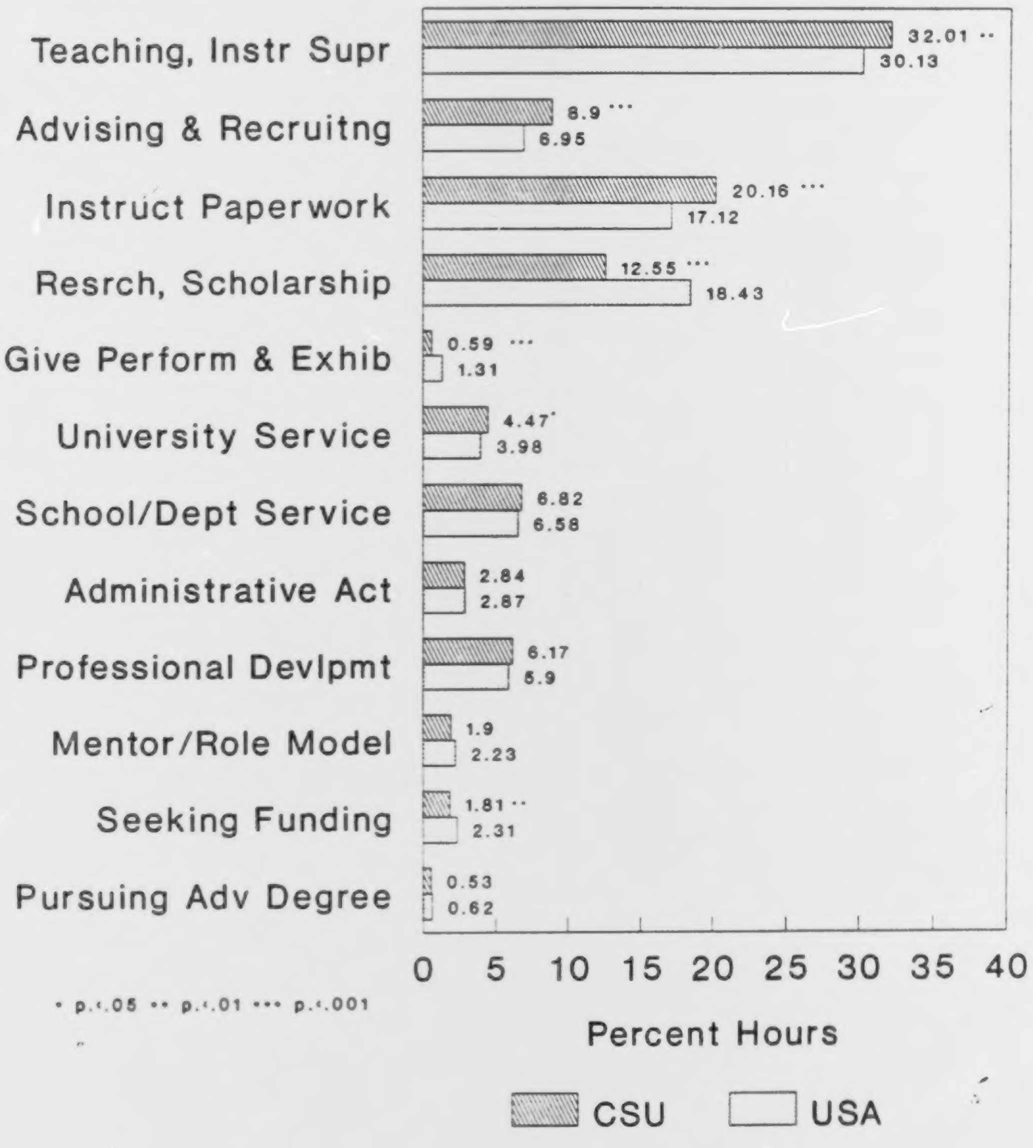
Overview of Survey Instruments

In addition to respondent and institutional demographics, the questionnaires addressed workload issues around three areas: hours worked and time allocations, research/creative professional activities, and teaching load and teaching activities. This summary addresses these three areas of workload for each of the samples.

Permanent Faculty

Hours Worked and Time Allocations. Faculty were asked to report the number of hours they worked for their institution in an average week during the Spring 1989 term. CSU faculty reported an average of 47.9 hours per week compared to 47.1 hours per week reported by USA faculty. Statistically, there is no difference between CSU and USA faculties in the number of hours worked per week. There are however, clear and statistically significant differences in how CSU and USA faculties spend their time within the institution. Faculty were asked to report what percentage of their time was spent working in 12 areas: 1) teaching, instructional supervision, and guest lecturing; 2) advising and recruiting; 3) instructional-related paperwork; 4) research, scholarship, preparing or reviewing articles or books, preparing for professional meetings or conferences, etc.; 5) giving performances or exhibitions in the fine or applied arts; 6) university service; 7) school or departmental service; 8) administrative activities not included under university, school, or departmental service (e.g., program development, administration, or supervision); 9) other professional development activities and activities to remain current in one's field (e.g., reading new literature, learning new technologies, and practice); 10) serving as a mentor/role model for students and/or colleagues; 11) seeking funding, including proposal writing; and 12) taking courses and/or pursuing an advanced degree. The reported percentages show a statistically significant pattern, with CSU faculty spending more time teaching, advising, and recruiting students; more time on instructional-related paperwork; and more time on university service. CSU faculty spend statistically less time on research/creative activities, giving performances or exhibitions in the fine and applied arts, and seeking funding. These results are shown in Figure 1.

Fig 1. CSU FACULTY vs. USA FACULTY PERCENT OF WORKING HRS FOR INSTITUTION



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Faculty were asked to rate their level of satisfaction with their job in eight areas on a four-point scale: very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied. Four questions related to their satisfaction with their workload: 1) overall workload; 2) the mix of teaching, research, administration, and service required; 3) opportunity for reward at the institution; and 4) time available for working with students as an advisor, mentor, etc. Four questions concerned satisfaction with institutional workload support: 1) availability of support services and equipment (including clerical support, personal computers, etc.); 2) teaching assistance received (graduate assistants, student assistants, etc.); 3) quality of technical assistance received; and 4) quality of facilities for research and creative activities. The four questions in each area were combined to create two scales, one assessing "satisfaction with workload" and one assessing "satisfaction with institutional workload support." As shown in Figure 2, CSU faculty were more dissatisfied in both areas than were USA faculty. The mean scale score for CSU faculty on "satisfaction with workload" was 10.79 compared to 9.71 for USA faculty.[4] The same pattern exists for "satisfaction with institutional workload support" (12.29 and 11.18 for CSU and USA faculties, respectively). Both of these comparisons are statistically significant.

The faculty were then asked to indicate whether they wished to do more, less, or about the same of the following: 1) research and creative activities; 2) teaching; 3) student advising; 4) university, school, and departmental service; 5) community service; and 6) administration. The results from these questions are presented in Figure 3. The pattern of statistically significant differences between CSU and USA faculty indicates that CSU faculty want to do more research and creative activities, more student advising, more community service, less teaching, and fewer administrative activities than do USA faculty.[5]

Research, Creative, and Professional Activities. This section of the questionnaire asked the faculty to report the number of activities in each of 14 categories they had accomplished during the 1988-89 academic year, and during the prior two academic years of 1986-87

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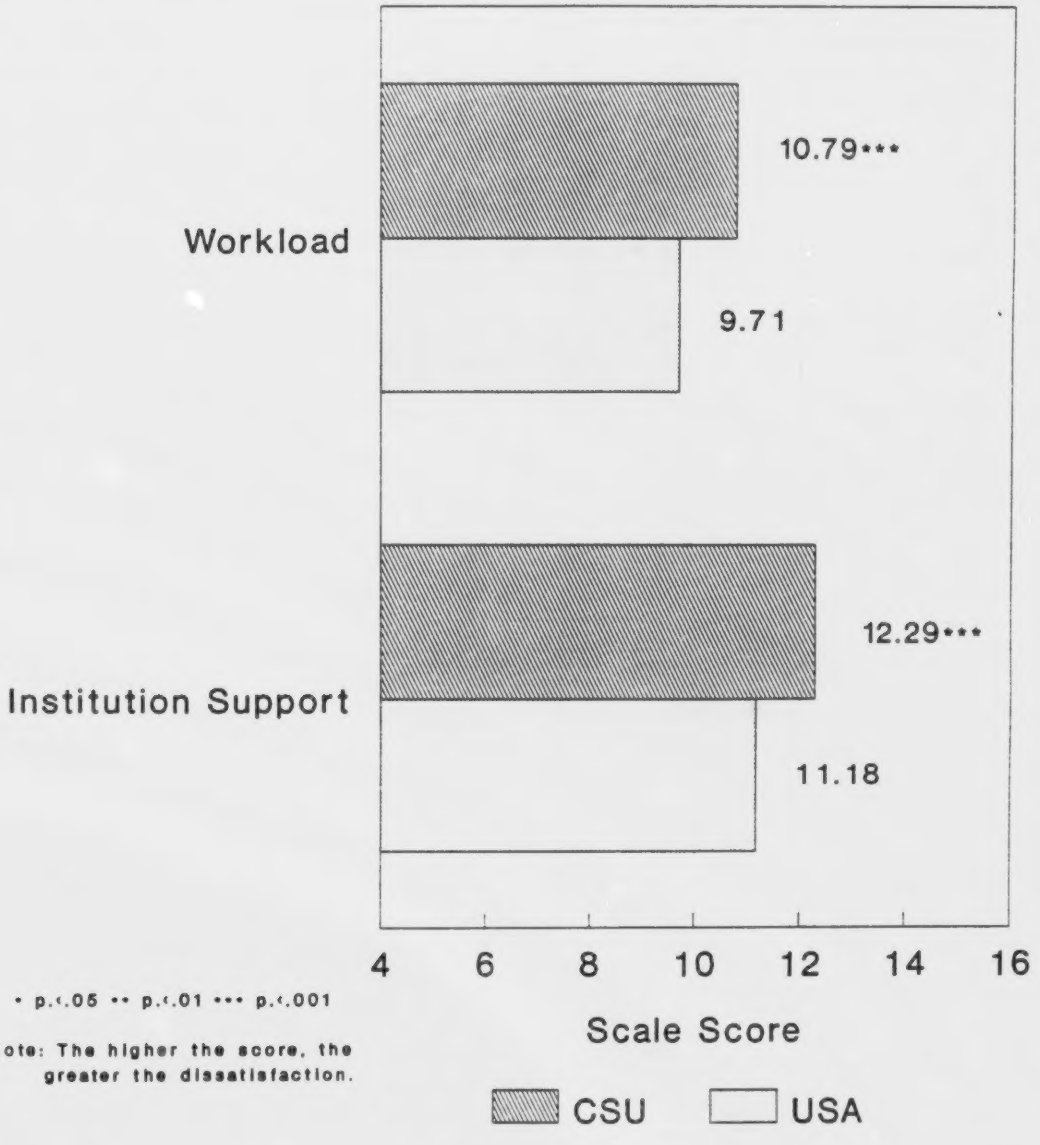
[4] For both satisfaction scales, the higher the score, the greater the level of dissatisfaction. The scores range from a potential low of 4, high satisfaction, to a potential high of 16, high dissatisfaction.

[5] The smaller the number, the greater the desire to do more.

Fig 2. CSU FACULTY vs. USA FACULTY SATISFACTION WITH JOB AT INSTITUTION

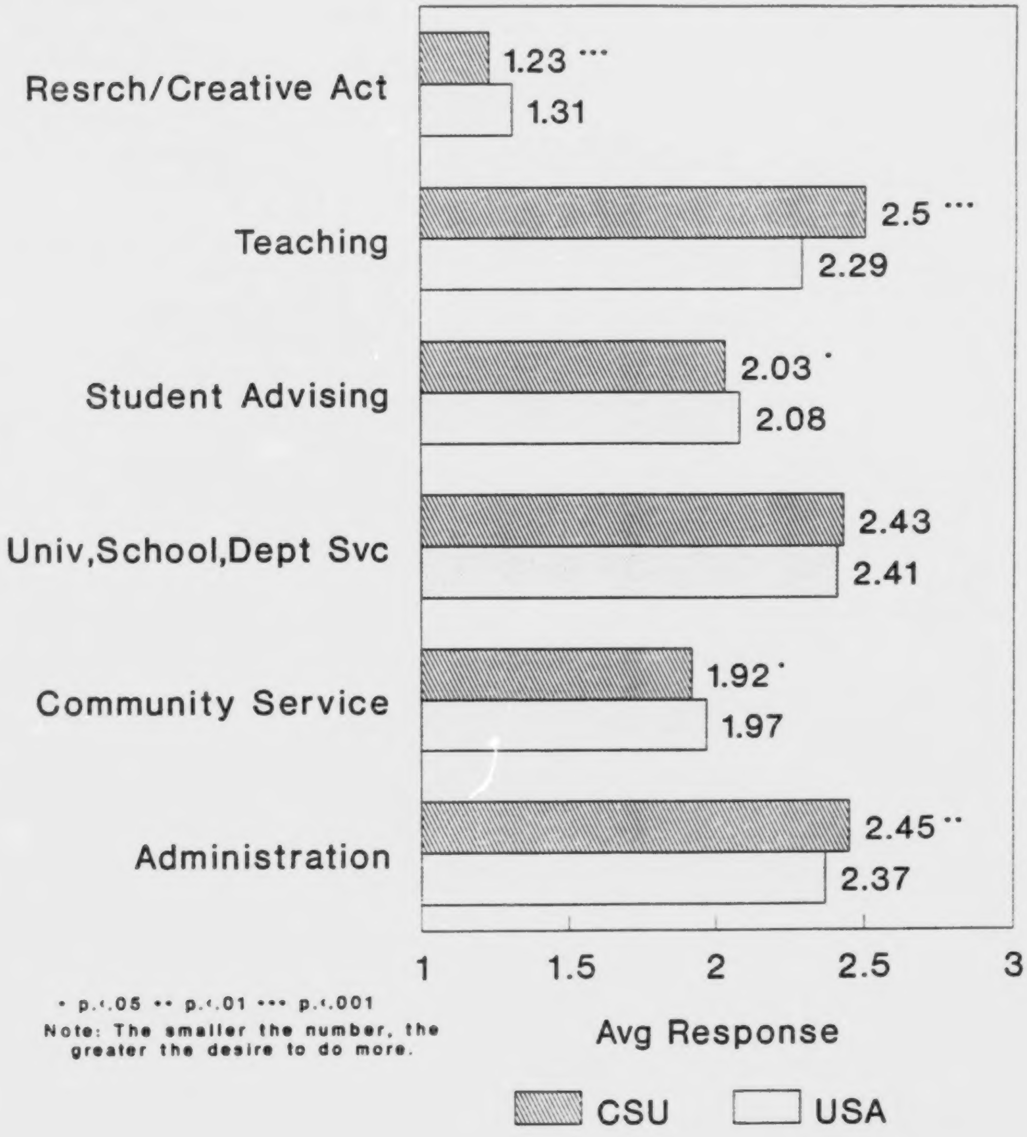


* p.<.05 ** p.<.01 *** p.<.001

Note: The higher the score, the greater the dissatisfaction.

CSU Faculty Workload Study-1990

Fig 3. CSU FACULTY vs. USA FACULTY DESIRE TO DO MORE, ABOUT SAME OR LESS



* p.<.05 ** p.<.01 *** p.<.001

Note: The smaller the number, the greater the desire to do more.

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and 1987-88. The 14 categories were: 1) articles or creative work published in "refereed" professional or trade journals; 2) articles or creative works published in "non-refereed" professional or trade journals; 3) articles or creative works published in "non-juried" popular media or in-house newsletters; 4) published reviews or books, articles, or creative works; 5) chapters in edited volumes; 6) textbooks; 7) other books; 8) monographs; 9) research or technical reports disseminated internally or to clients; 10) presentations at conferences, workshops, etc.; 11) juried exhibitions or performances in the fine or applied arts; 12) non-juried exhibitions or performances in the fine or applied arts; 13) patents or copyrights (excluding thesis or dissertation); and 14) computer software products. Figure 4 shows that statistically significant differences existed in only four of these categories for 1988-89. CSU faculty reported fewer refereed articles and creative works, fewer non-juried exhibitions and performances, more internal research and technical reports, and more computer software products. For the prior two academic years, 1986-87 and 1987-88, CSU faculty reported fewer refereed articles, fewer non-juried exhibitions and performances, fewer presentations, and more internal research and technical reports.

Teaching Loads and Teaching Activities. Faculty were asked to report the number of courses, students, meeting hours per week, and units they taught for each semester or quarter of the 1989 academic year. Faculty were asked also to report the number of different course preparations and new course preparations for each semester or quarter of the 1989 academic year. Figure 5 shows the results from these questions for faculty on the semester and quarter systems. The pattern of significant statistical results is quite clear for these items. With the exception of the number of students taught and the number of new course preparations for faculty on the quarter system, CSU faculty teach more courses, have more students, meet more hours per week, teach more units, have a greater number of preparations, and have more new preparations than is the case for USA faculty.

Next, the faculty were asked questions related to individualized instruction and contact with students. There were 12 questions in this section: 1) number of lower division students receiving individualized instruction, 2) number of hours of individualized instruction for lower division students, 3) number of upper division students receiving individualized instruction, 4) number of hours of individualized instruction for upper division students, 5) number of graduate students receiving individualized instruction, 6) number of hours of individualized instruction for graduate students, 7) number of graduate thesis committees served on as a member, 8) number of graduate committees served on as a chair, 9) number of undergraduate thesis

Fig 4a. CSU FACULTY vs. USA FACULTY RESEARCH, CREATIVE AND PROF ACTIVITIES

1988/89 Academic Year

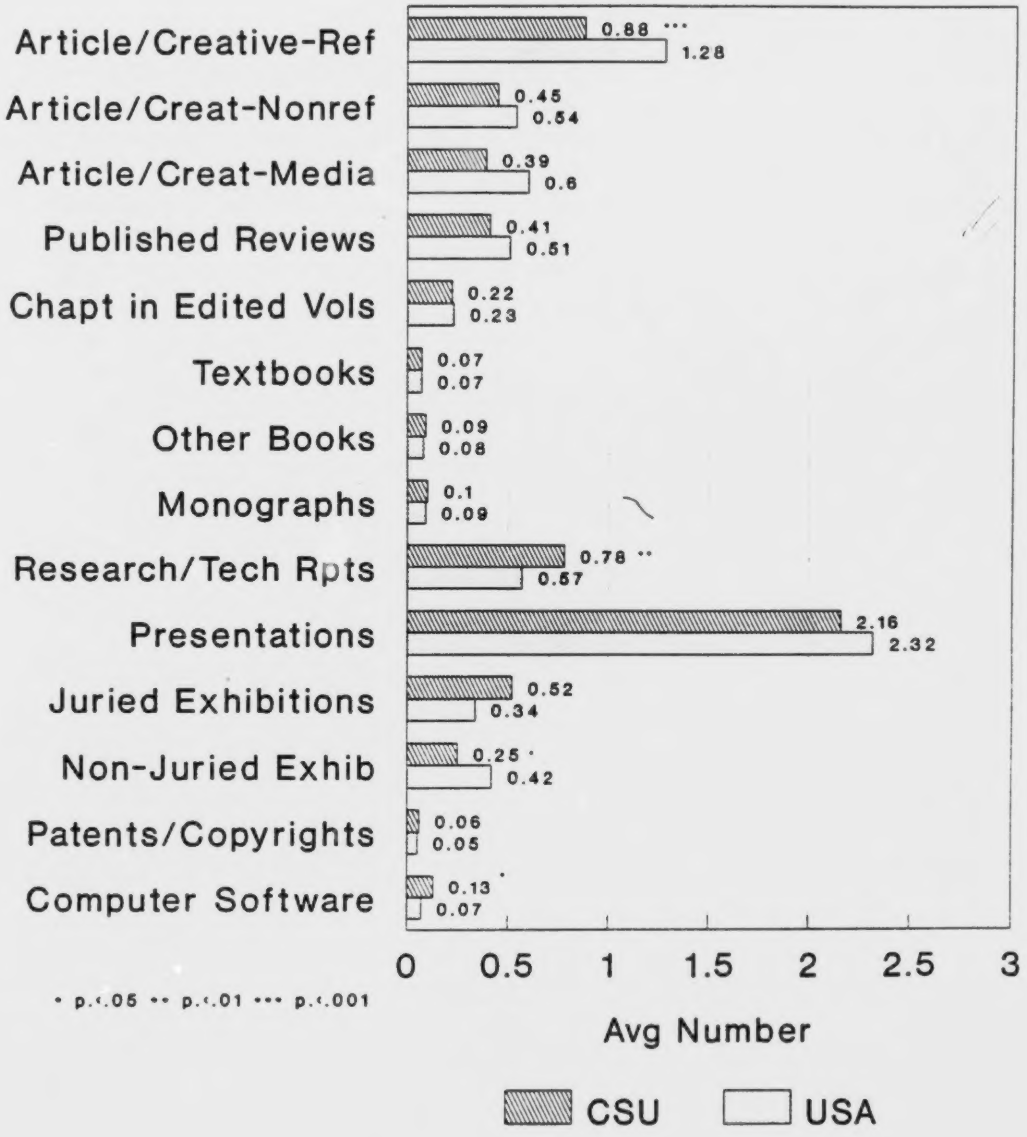

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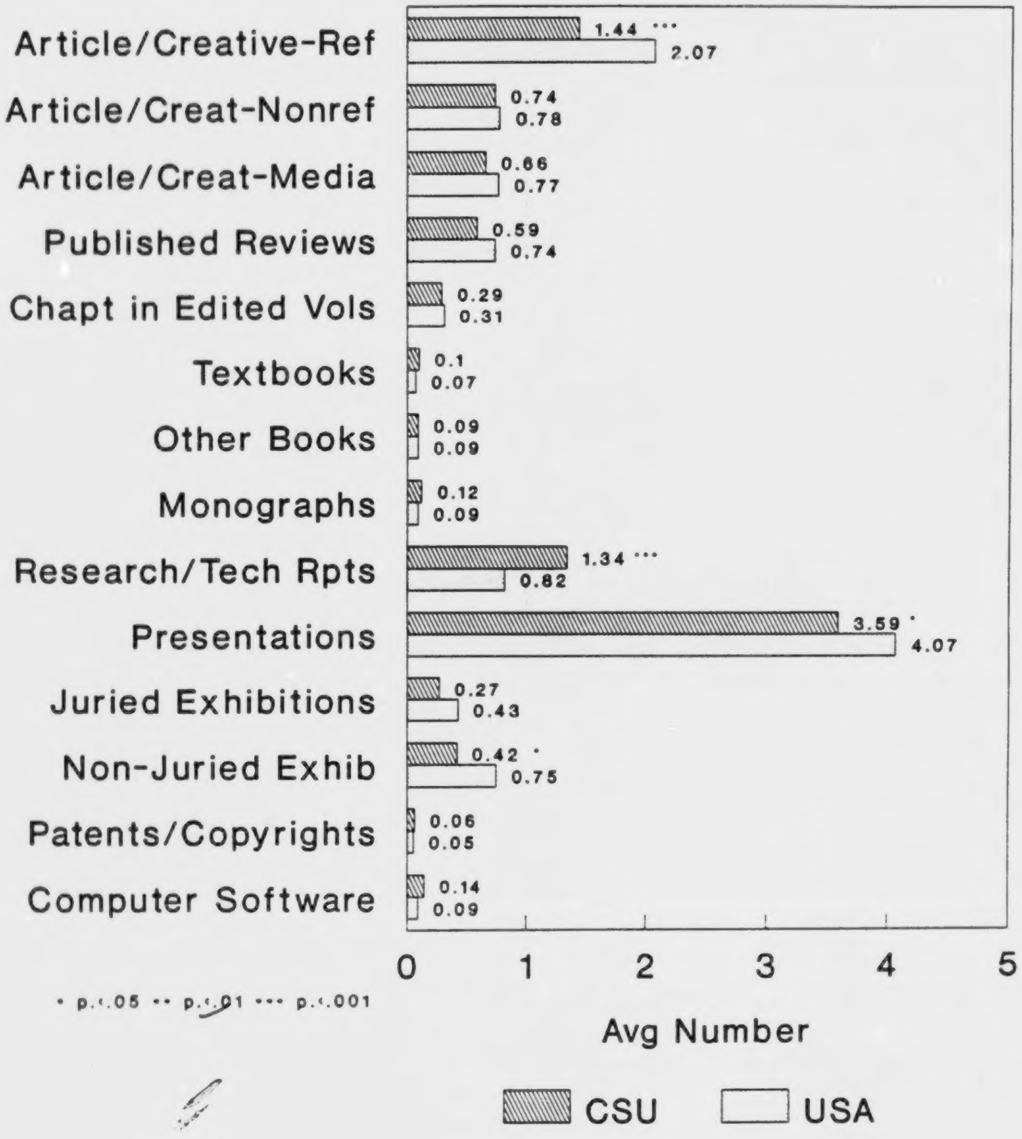
Fig 4b. CSU FACULTY vs. USA FACULTY RESEARCH, CREATIVE AND PROF ACTIVITIES

1986/87 & 1987/88 Academic Years



* p.<.05 ** p.<.01 *** p.<.001

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Fig 5a. CSU FACULTY vs. USA FACULTY TEACHING LOAD-COURSE ACTIVITIES

Semester System

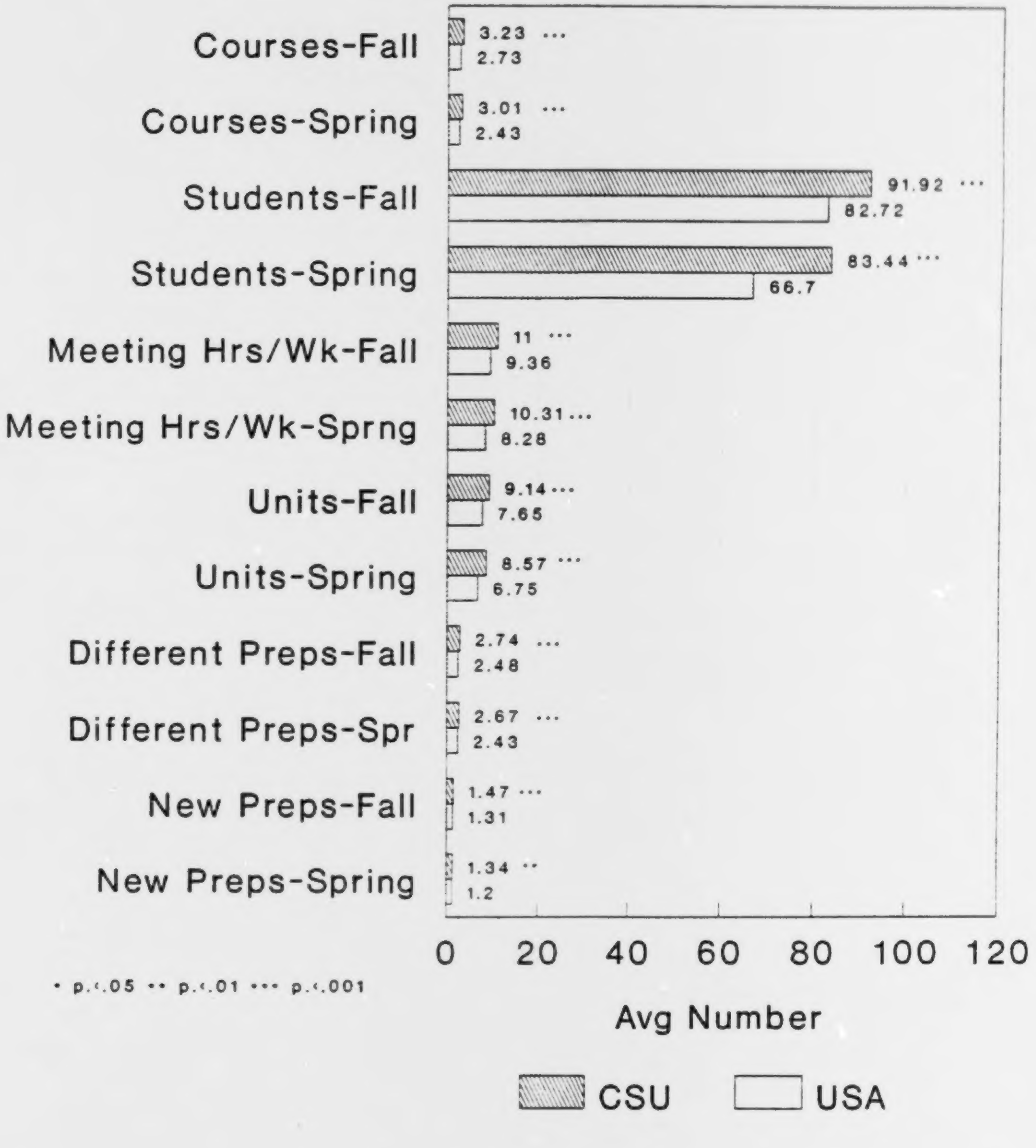

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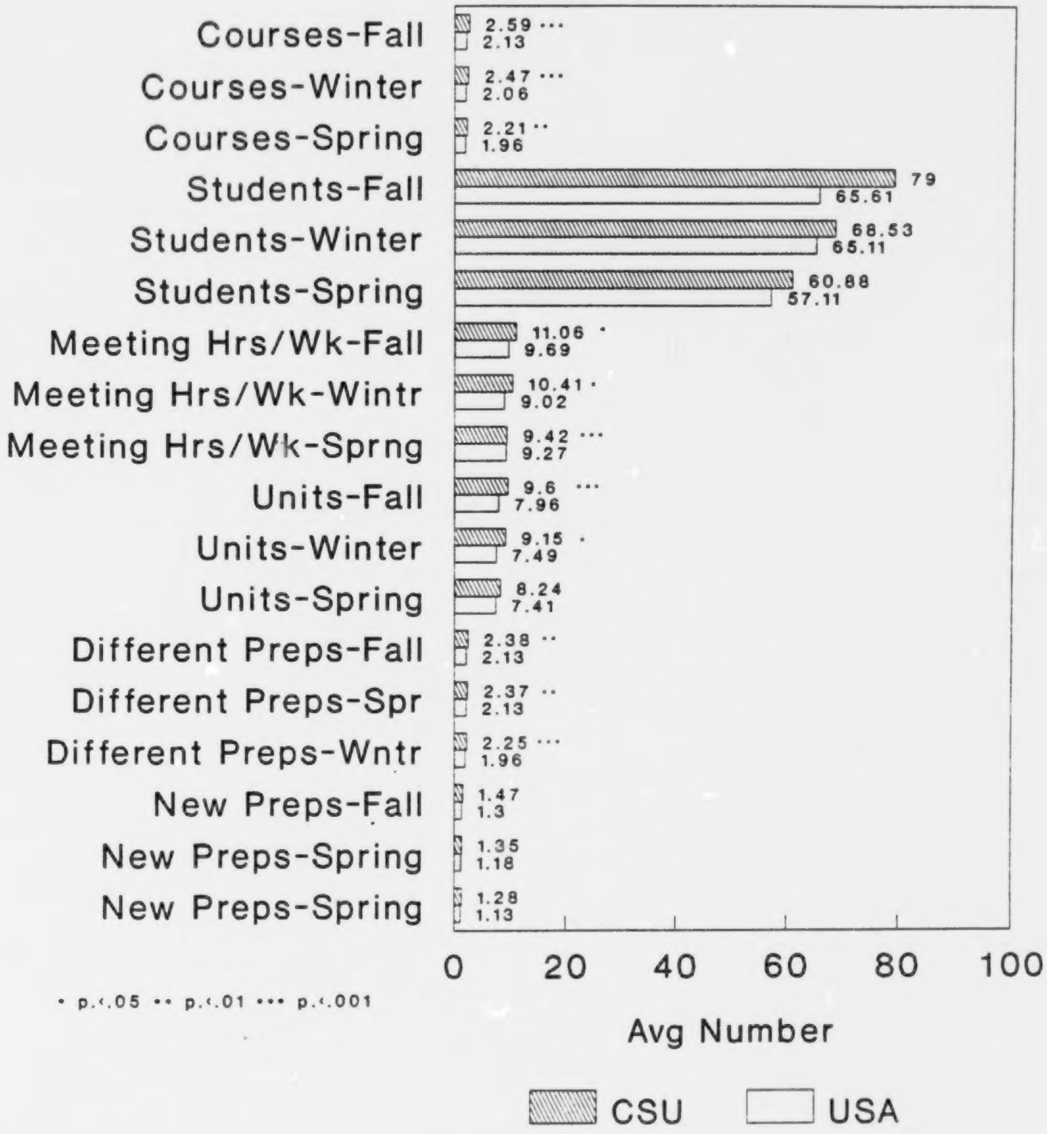
Fig 5b. CSU FACULTY vs. USA FACULTY TEACHING LOAD-COURSE ACTIVITIES

Quarter System



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committees served on as a member, 10) number of undergraduate committees served on as a chair, 11) number of comprehensive exams/orals committees served on as a member, and 12) number of comprehensive exams/orals committees served on as chair. The reported patterns for these questions are presented in Figure 6. Statistically, CSU faculty provide more individualized instruction for upper division students both in terms of number of students and hours, and serve on fewer thesis or exam committees, as either a member or a chair, than do USA faculty.

The next set of questions asked the faculty to report the number of departmental, school, and university committees to which they were assigned. Figure 7 reports the results of these questions. Of the 15 possible comparisons between CSU and USA faculties, seven were statistically significant. CSU faculty serve on more departmental committees in all but the Fall semester system comparison. The pattern for school and university committees is not clear, with CSU faculty serving on fewer school and university committees within the semester system, but on more school committees within the quarter system. Within the quarter system, there are no differences for university committees.

The last questions in this section asked about required office hours and additional office hours available to students. The statistically significant pattern of CSU faculty holding fewer required and additional office hours within both semester and quarter systems is illustrated in Figure 8.

Chairs

Hours Worked and Time Allocations. Chairs were asked to report the number of hours they worked for their institution per week on activities related directly to their position as chair, and on activities for their institution not related to their position as chair.[6] There are no statistically significant differences between CSU and USA chairs. CSU chairs reported working 28.9 hours per week on activities related to their appointment as chair, compared to 27.9 hours reported by USA chairs. The number of hours reported for activities for the institution not related to their position as chair shows the same pattern, 19.9 and 18.3 for CSU and USA chairs, respectively.

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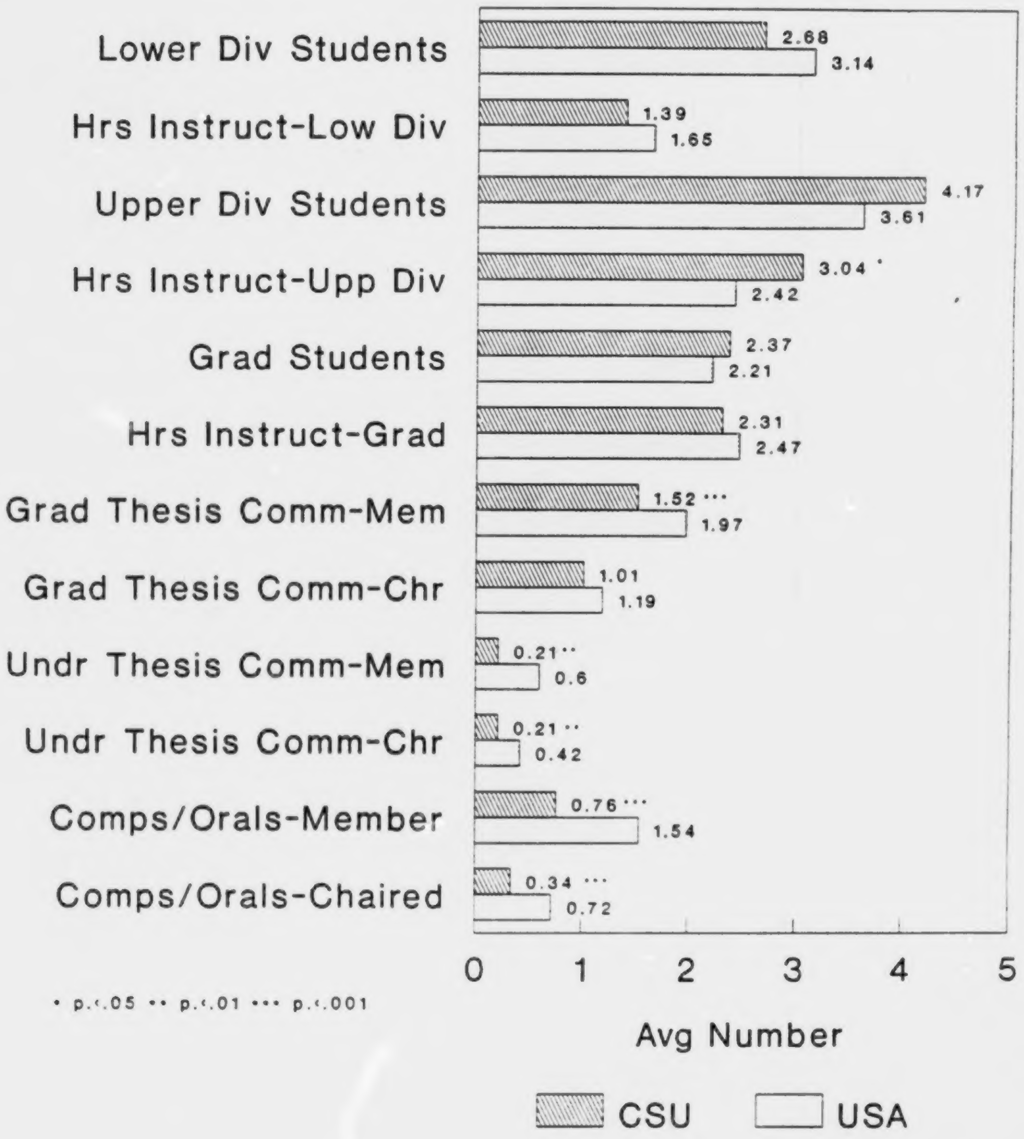
[6] Chairs were asked to report for an average week during the Spring 1989 term.

Fig 6a. CSU FACULTY vs. USA FACULTY TEACHING LOAD-INDIVIDUALIZED INSTRUCTION

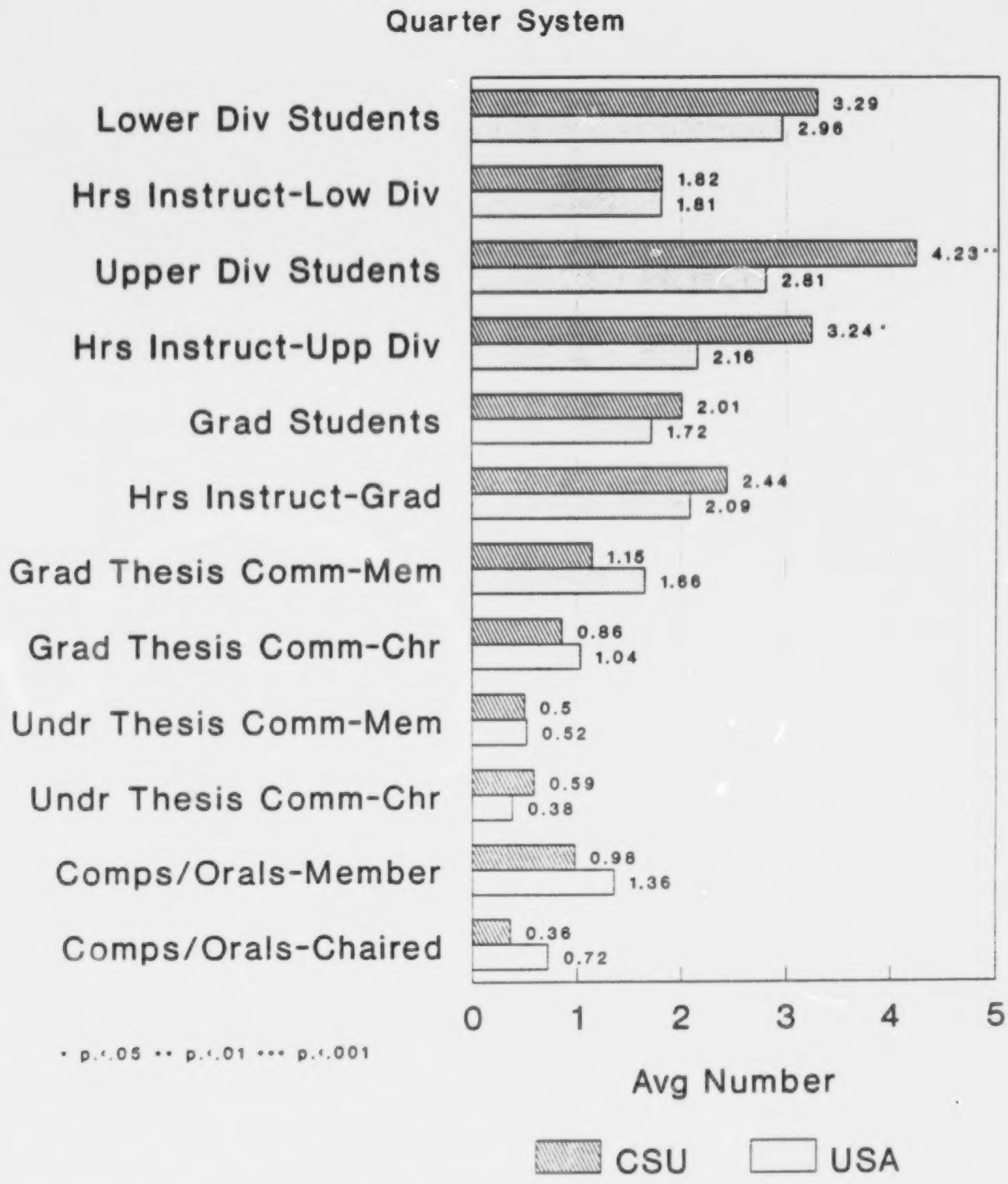
Semester System



* p.<.05 ** p.<.01 *** p.<.001

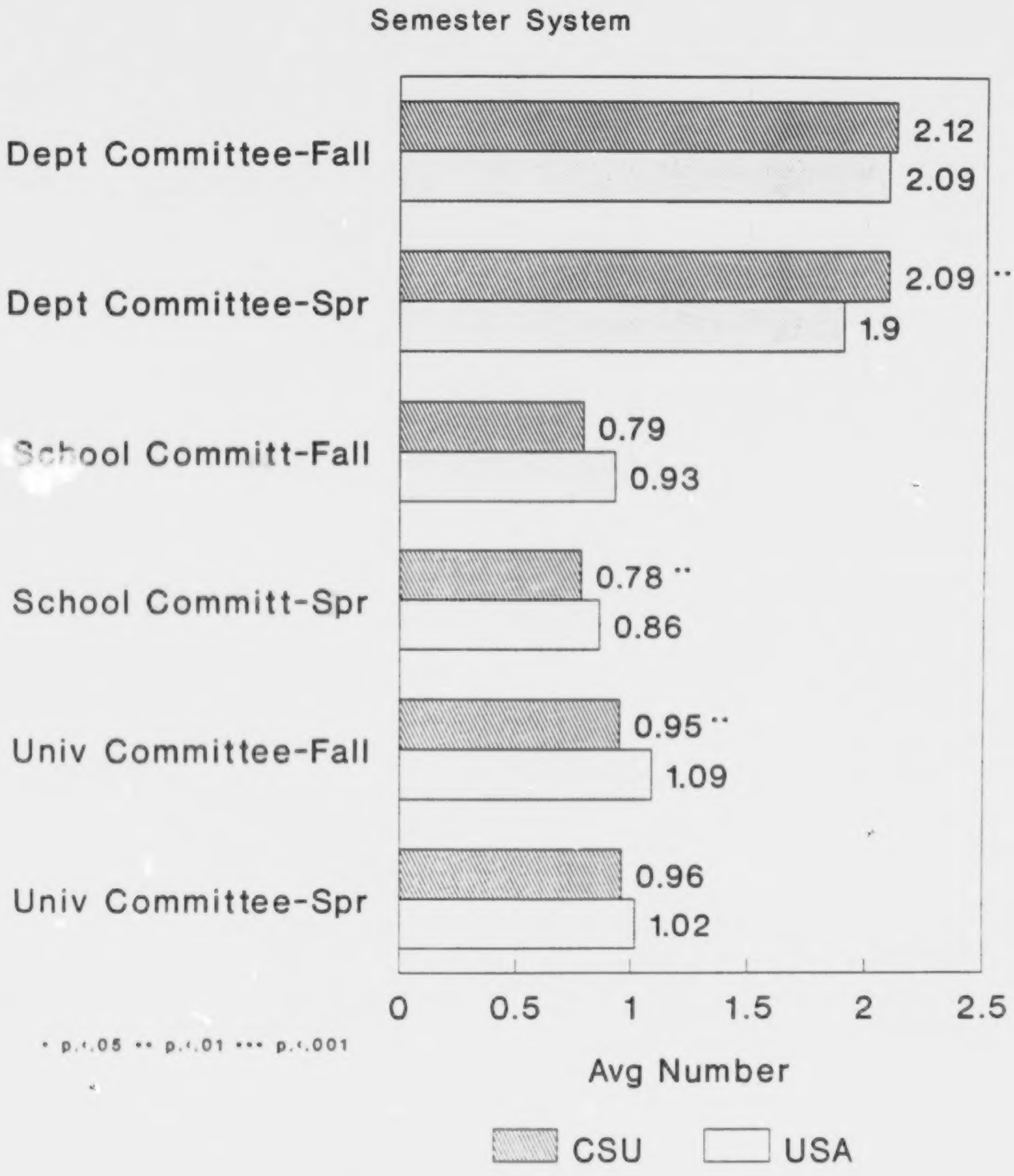
CSU Faculty Workload Study-1990

Fig 6b. CSU FACULTY vs. USA FACULTY TEACHING LOAD-INDIVIDUALIZED INSTRUCTION



CSU Faculty Workload Study-1990

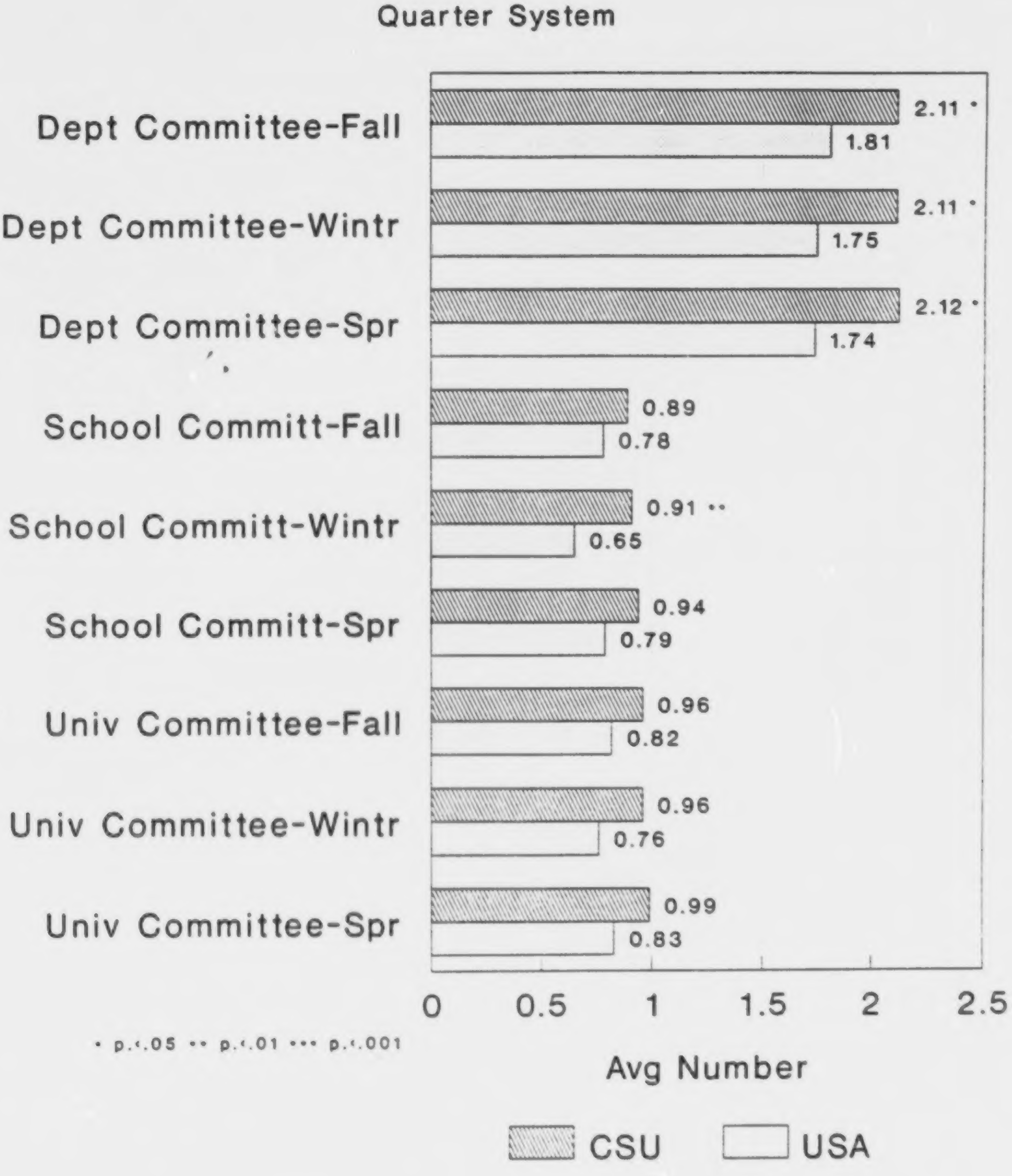
Fig 7a. CSU FACULTY vs. USA FACULTY TEACHING LOAD-COMMITTEE ASSIGNMENTS



* p.<.05 ** p.<.01 *** p.<.001

CSU Faculty Workload Study-1990

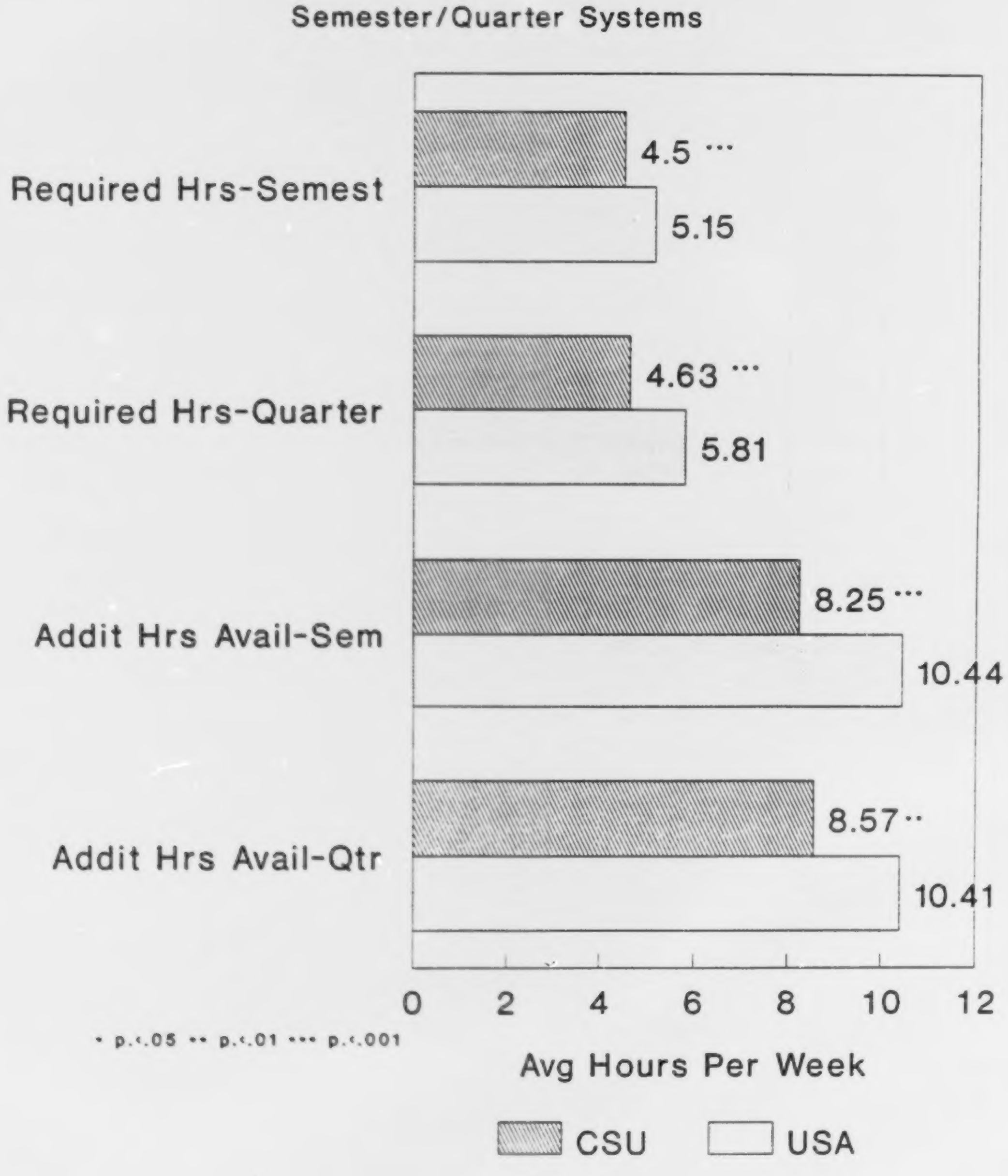
Fig 7b. CSU FACULTY vs. USA FACULTY TEACHING LOAD-COMMITTEE ASSIGNMENTS



* p.<.05 ** p.<.01 *** p.<.001

CSU Faculty Workload Study-1990

Fig 8. CSU FACULTY vs. USA FACULTY TEACHING LOAD-OFFICE HOURS



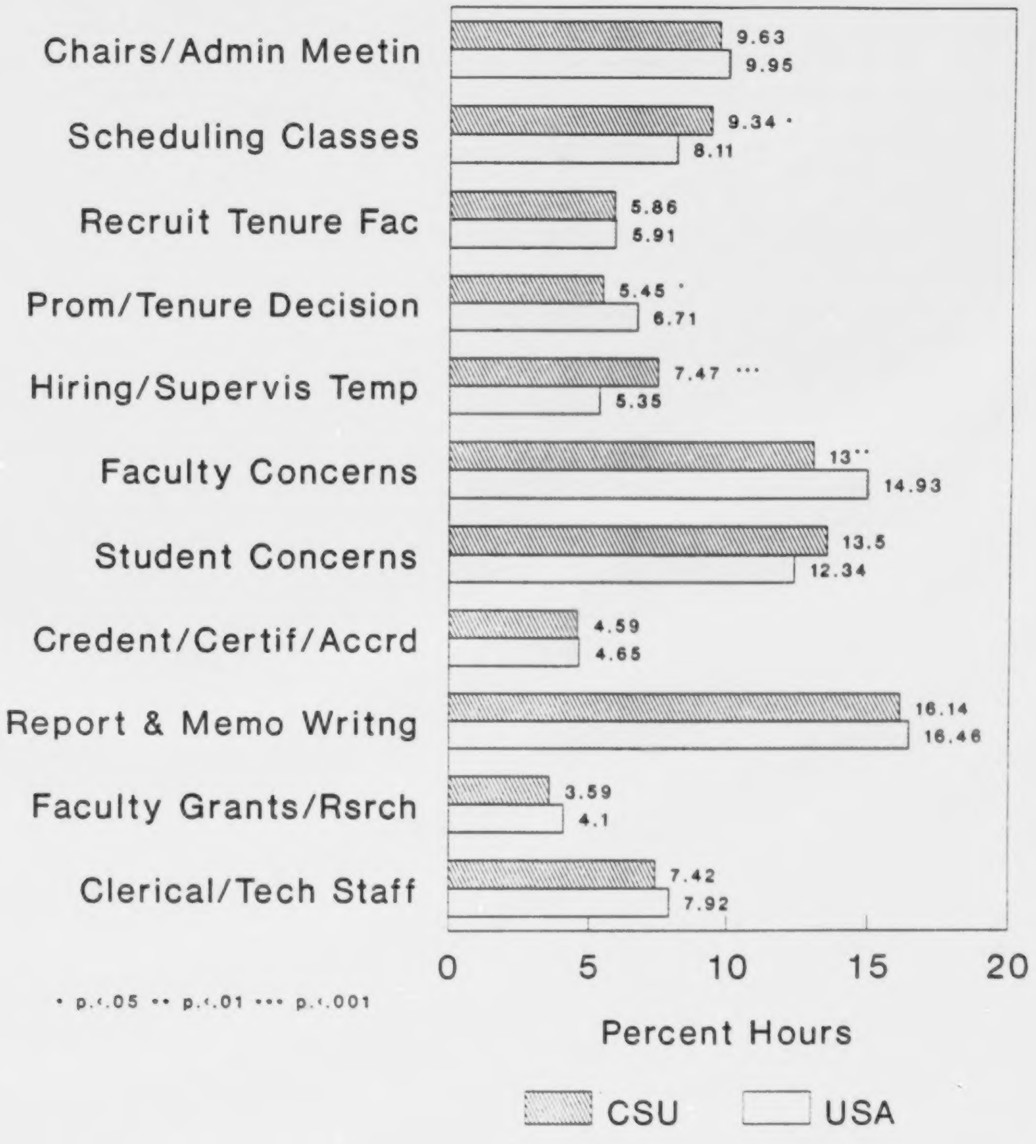
CSU Faculty Workload Study-1990

The chairs were asked to report the percentage of time they spent in activities related to their position as chair for 11 areas: 1) chairs' meetings and meetings with deans or other administrators; 2) scheduling faculty and classes, and other scheduling activities; 3) recruitment of tenure track faculty; 4) promotion, retention, and tenure decisions; 5) hiring, advising, and supervising temporary faculty; 6) dealing with faculty concerns; 7) dealing with student concerns; 8) dealing with credentialing, certification, and accreditation issues; 9) report and memo writing, and responding to administrative requests; 10) dealing with faculty grants and research; and 11) dealing with or supervising clerical and/or technical staff. The percentages reported in Figure 9 show that there is a statistically significant difference in the percentage of time spent between CSU and USA chairs in four of these areas. CSU chairs spend more time scheduling faculty and classes, and in other scheduling activities; more time hiring, advising, and supervising temporary faculty; less time on promotion, retention, and tenure decisions; and less time dealing with faculty concerns.

Chairs were also asked 12 questions regarding the percentage of time spent in activities related to the institution but not directly related to their role as chair. These 12 areas were: 1) teaching, instructional supervision, and guest lecturing; 2) advising and recruiting; 3) instructional-related paperwork; 4) research, scholarship, preparing or reviewing articles or books, preparing for professional meeting or conferences, etc.; 5) giving performances or exhibitions in the fine or applied arts; 6) university service; 7) school or departmental service; 8) administrative activities not included under university, school, or departmental service (e.g., program development, administration, or supervision); 9) other professional development activities and activities to remain current in one's field (e.g., reading new literature, learning new technologies, and practice); 10) serving as a mentor/role model for students and/or colleagues; 11) seeking funding, including proposal writing; and 12) taking courses, and/or pursuing an advanced degree. The reported percentages show a statistically significant pattern, with CSU chairs spending more time on instructional-related paperwork and less time on research/creative activities, and preparing or reviewing articles or books. These results are shown in Figure 10.

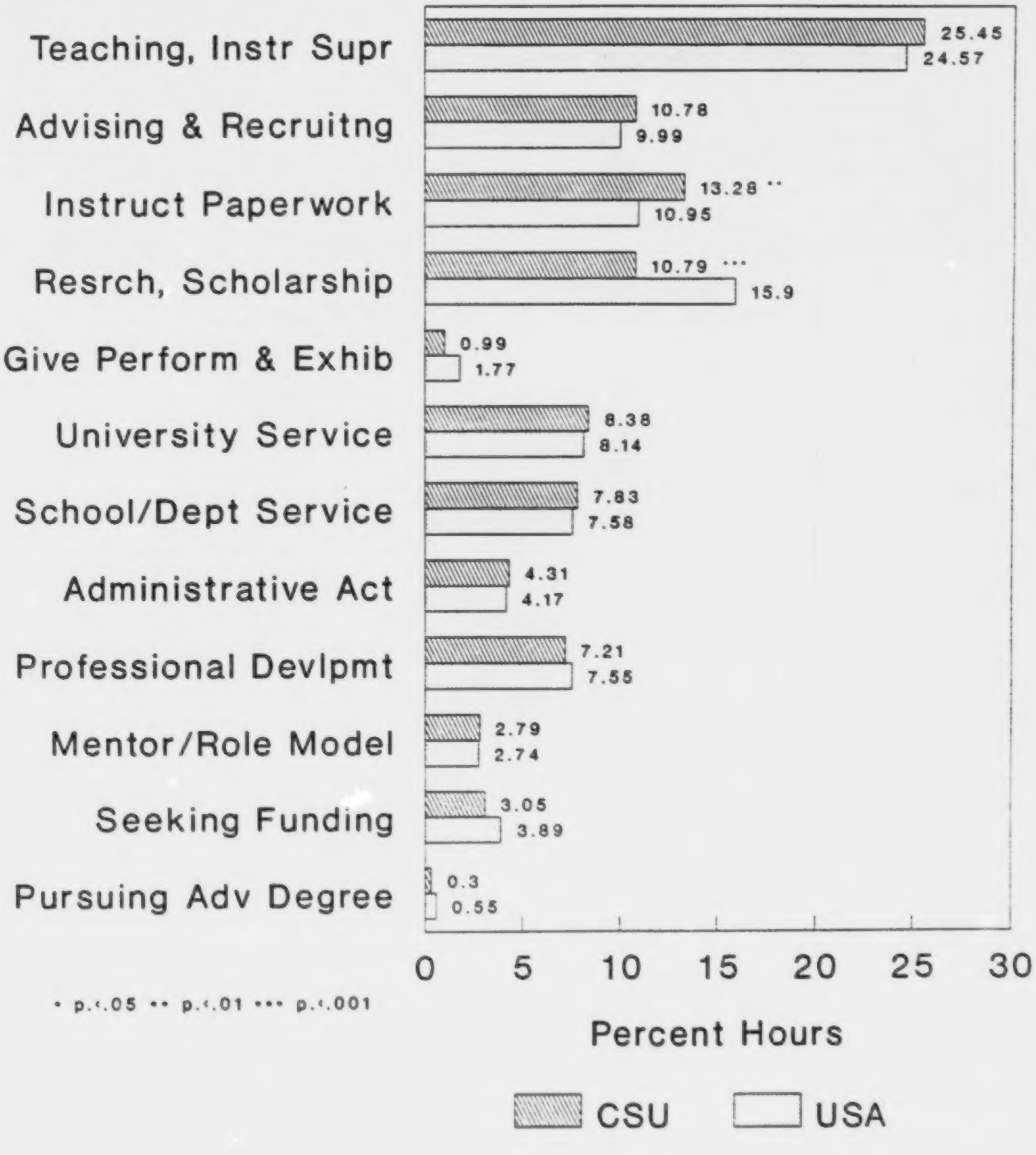
Questions asked of chairs regarding their level of satisfaction with their workload and satisfaction with institutional workload support were the same as those asked of faculty. The results of these two scales are reported in Figure 11. The mean scale score for CSU chairs on "satisfaction with workload" was 11.13 compared to 9.73 for USA

Fig 9. CSU CHAIRS vs. USA CHAIRS
HOURS WORKED-RELATED TO CHAIR POS.



CSU Faculty Workload Study-1990

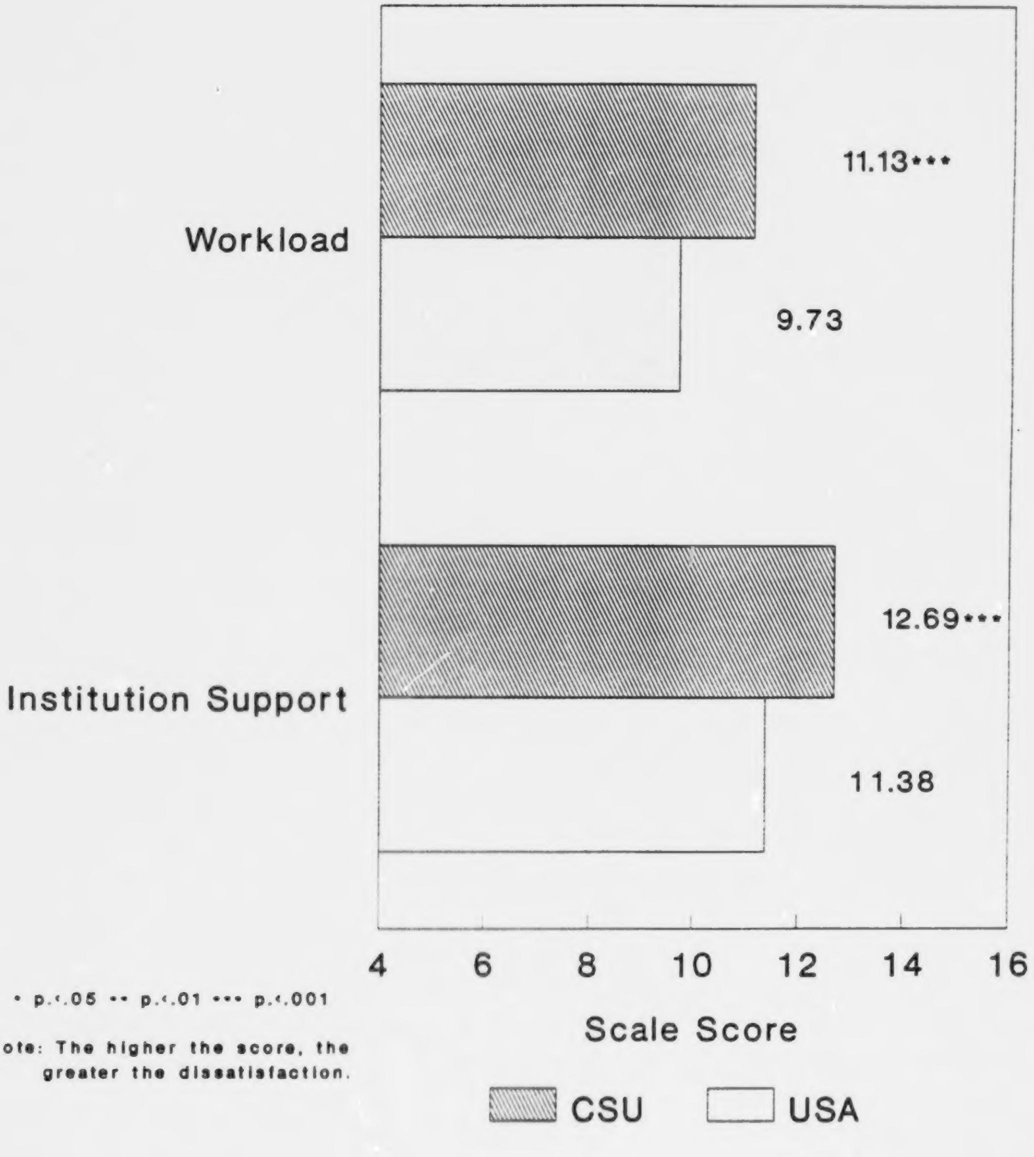
Fig 10. CSU CHAIRS vs. USA CHAIRS HOURS WORKED-NOT RELATED TO CHAIR POS



* p.<.05 ** p.<.01 *** p.<.001

CSU Faculty Workload Study-1990

Fig 11. CSU CHAIRS vs. USA CHAIRS SATISFACTION WITH JOB AT INSTITUTION



* p.<.05 ** p.<.01 *** p.<.001

Note: The higher the score, the greater the dissatisfaction.

CSU Faculty Workload Study-1990

chairs.[7] For "satisfaction with institutional workload support," the same pattern exists. CSU chairs reported a score of 12.69 compared to 11.38 for USA chairs. Both scales indicate that CSU chairs are significantly more dissatisfied than USA chairs.

Chairs were also asked the same battery of questions as faculty regarding their desire to do more, less, or about the same of the following: 1) research and creative activities; 2) teaching; 3) student advising; 4) university, school, and departmental service; 5) community service; and 6) administration. The results of these questions are presented in Figure 12. The pattern of statistically significant differences between CSU and USA chairs indicates that CSU chairs want to do more student advising, more community service, and less teaching.[8]

Research, Creative, and Professional Activities. This section of the questionnaire asked the chairs to report the number of each of 14 activities they had accomplished during the 1988-89 academic year, and during the prior two academic years of 1986-87 and 1987-88. The 14 categories (which were the same as those asked of faculty) were: 1) articles or creative work published in "refereed" professional or trade journals; 2) articles or creative works published in "non-refereed" professional or trade journals; 3) articles or creative works published in "non-juried" popular media or in-house newsletters; 4) published reviews or books, articles, or creative works; 5) chapters in edited volumes; 6) textbooks; 7) other books; 8) monographs; 9) research or technical reports disseminated internally or to clients; 10) presentations at conferences, workshops, etc.; 11) juried exhibitions or performances in the fine or applied arts; 12) non-juried exhibitions or performances in the fine or applied arts; 13) patents or copyrights (excluding thesis or dissertation); and 14) computer software products. Figure 13 shows that statistically significant differences exist in only one of these categories for 1988-89. CSU chairs reported fewer refereed articles and creative works. There are no significant differences for the two prior academic years, 1986-87 and 1987-88.

Teaching Loads and Teaching Activities. Chairs were asked to report the number of courses, students, meeting hours per week, and units

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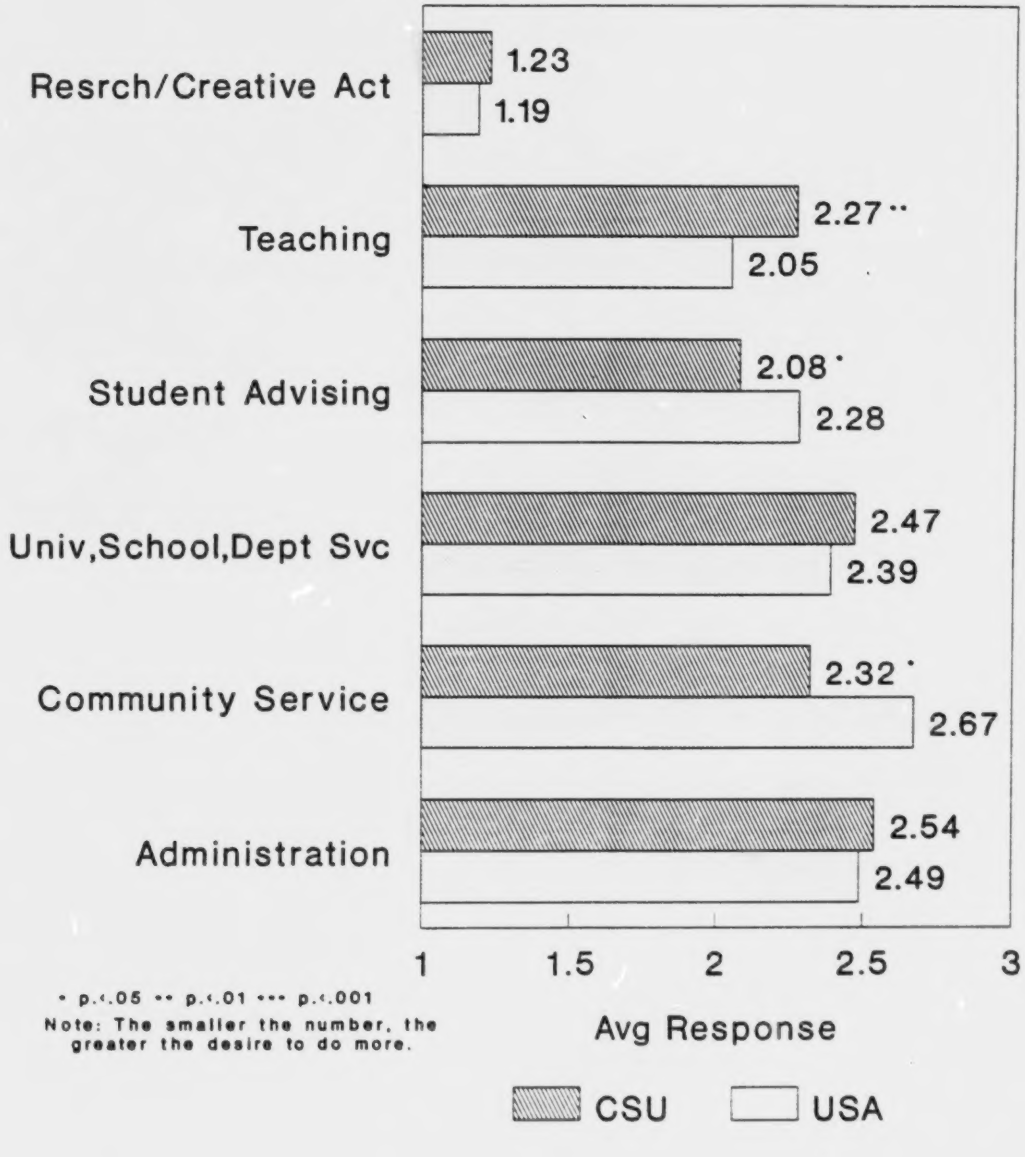
[7] For both satisfaction scales, the higher the score the greater the level of dissatisfaction. The scores range from a potential low of 4, high satisfaction, to a potential high of 16, high dissatisfaction.

[8] The smaller the number, the greater the desire to do more.

Fig 12. CSU CHAIRS vs. USA CHAIRS
DESIRE TO DO MORE, ABOUT SAME OR LESS



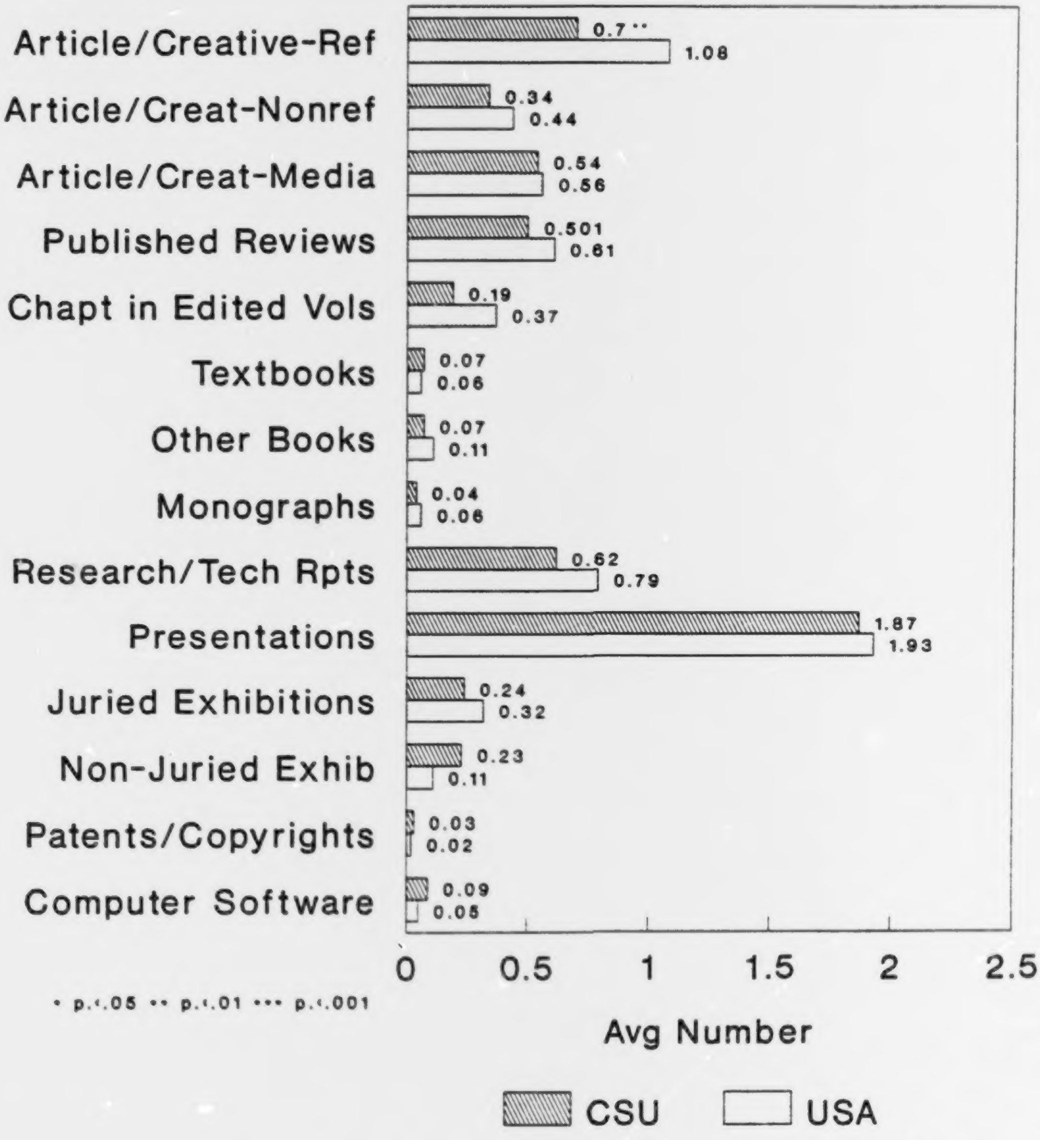
* p.<.05 ** p.<.01 *** p.<.001

Note: The smaller the number, the greater the desire to do more.

CSU Faculty Workload Study-1990

Fig 13a. CSU CHAIRS vs. USA CHAIRS RESEARCH, CREATIVE AND PROF ACTIVITIES

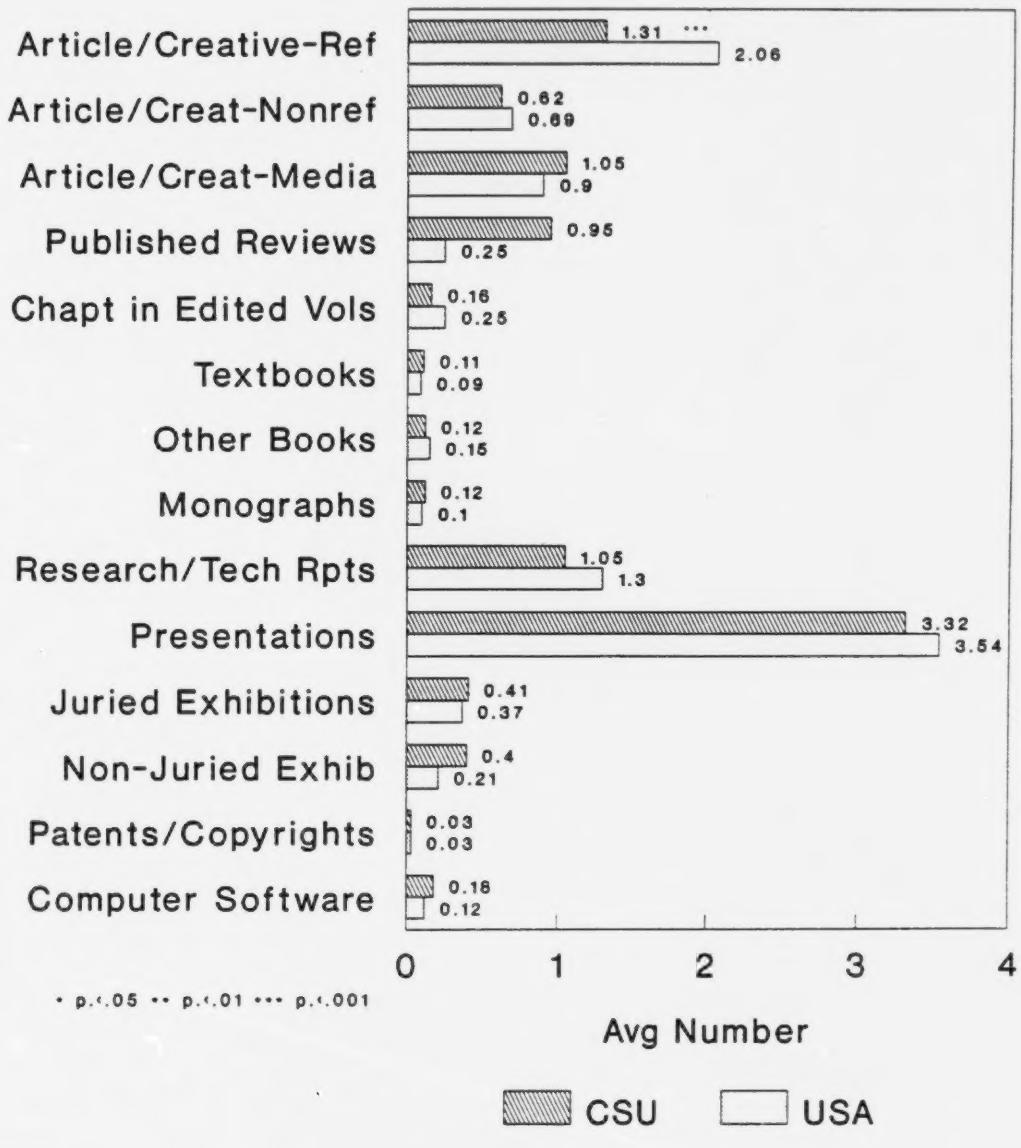
1988/89 Academic Year



CSU Faculty Workload Study-1990

Fig 13b. CSU CHAIRS vs. USA CHAIRS RESEARCH, CREATIVE AND PROF ACTIVITIES

1986/87 & 1987/88 Academic Years



CSU Faculty Workload Study-1990

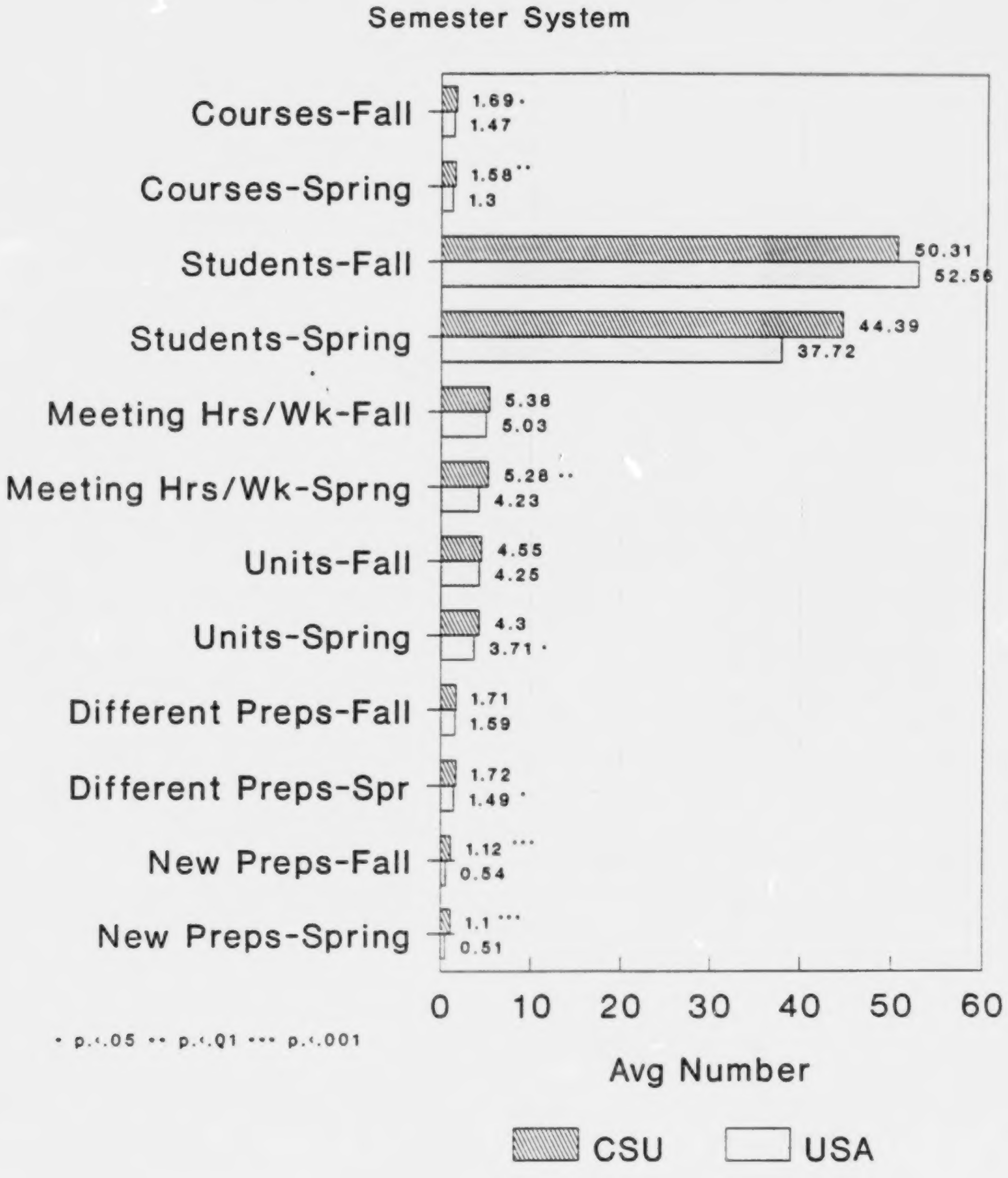
they taught for each semester or quarter of the 1989 academic year. Chairs were asked also to report the number of different course preparations, and new course preparations taught for each semester or quarter of the 1989 academic year. Figure 14 shows the results from these questions for chairs on the semester and quarter systems. There are 30 possible comparisons between CSU and USA chairs in this section. Thirteen of the comparisons are statistically significant and the pattern of results consistent. CSU chairs teach more courses, have more students, meet more hours per week, teach more units, have a greater number of preparations, and have more new preparations than is the case for USA chairs.

Next, the chairs were asked questions related to individualized instruction and contact with students. There were 12 questions in this section: 1) number of lower division students receiving individualized instruction, 2) number of hours of individualized instruction for lower division students, 3) number of upper division students receiving individualized instruction, 4) number of hours of individualized instruction for upper division students, 5) number of graduate students receiving individualized instruction, 6) number of hours of individualized instruction for graduate students, 7) number of graduate thesis committees served on as a member, 8) number of graduate committees served on as a chair, 9) number of undergraduate thesis committees served on as a member, 10) number of undergraduate committees served on as a chair, 11) number of comprehensive exams/orals committees served on as a member, and 12) number of comprehensive exams/orals committees served on as chair. Only two of the 24 possible comparisons for this section are statistically significant and there is no consistent pattern of results. These findings are presented in Figure 15.

The next set of questions asked the chairs to report the number of departmental, school, and university committees on which they served. Figure 16 reports the results of these questions. Of the 15 possible comparisons between CSU and USA chairs, six were statistically significant. There were no differences for departmental committees. The pattern for school committees shows that CSU chairs serve on fewer school committees within the semester system, but on more school and university committees within the quarter system.

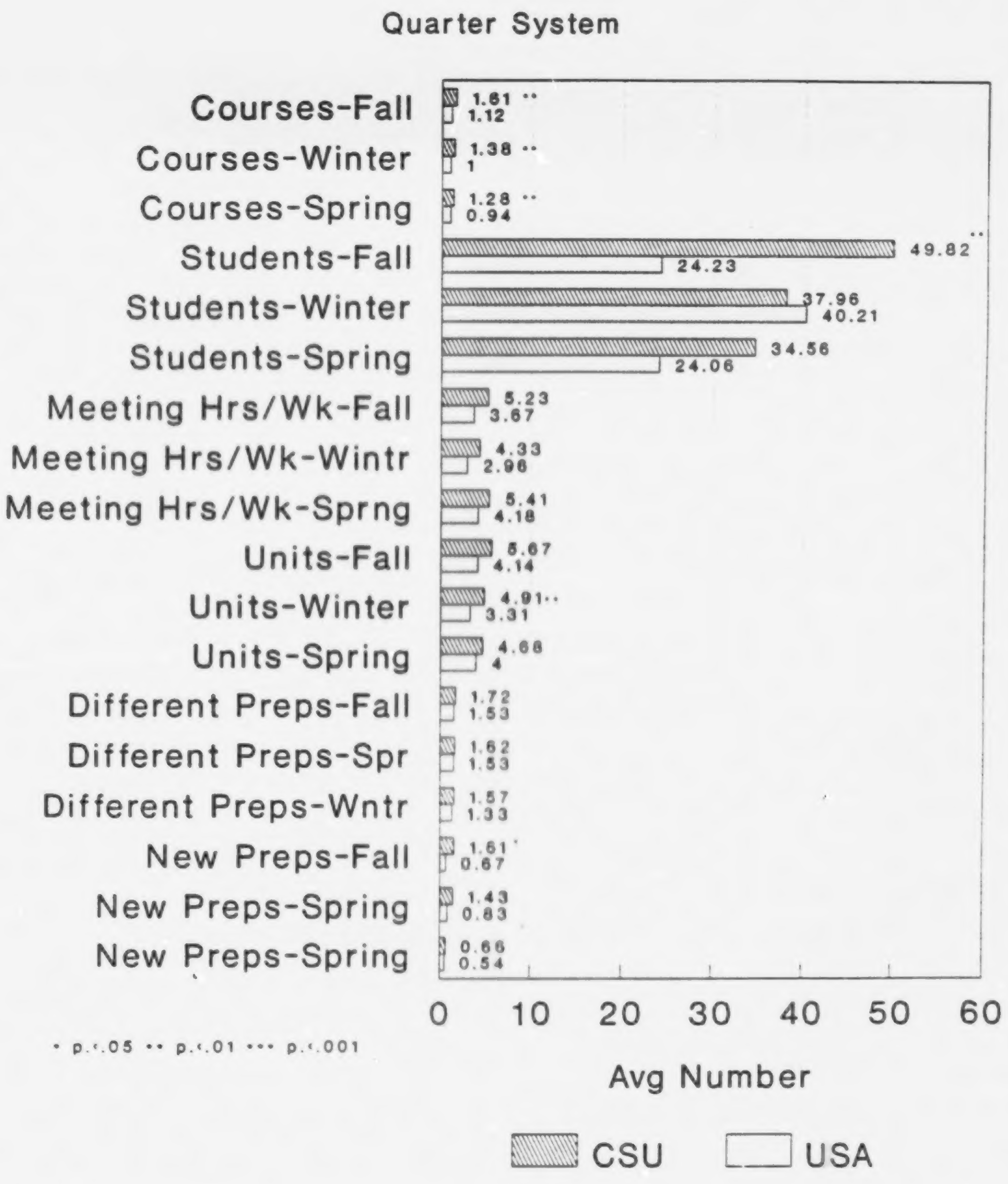
The last questions in this section asked about required office hours and additional office hours available to students. Statistically, CSU chairs hold fewer required office hours; however, there are no differences for additional office hours within both semester and quarter systems. These results are illustrated in Figure 17.

Fig 14a. CSU CHAIRS vs. USA CHAIRS TEACHING LOAD-COURSE ACTIVITIES



CSU Faculty Workload Study-1990

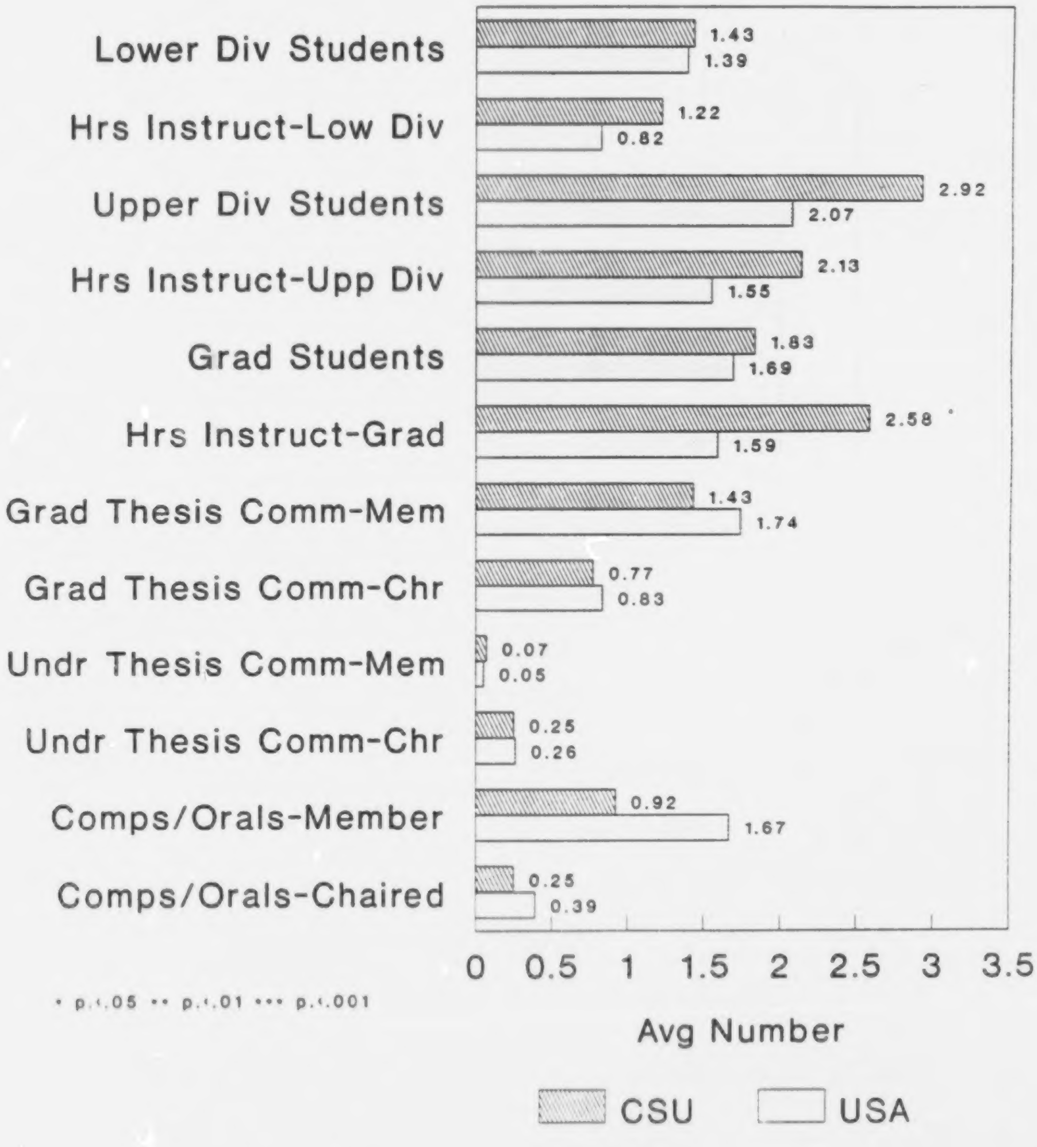
Fig 14b. CSU CHAIRS vs. USA CHAIRS TEACHING LOAD-COURSE ACTIVITIES



CSU Faculty Workload Study-1990

Fig 15a. CSU CHAIRS vs. USA CHAIRS TEACHING LOAD-INDIVIDUALIZED INSTRUCTION

Semester System

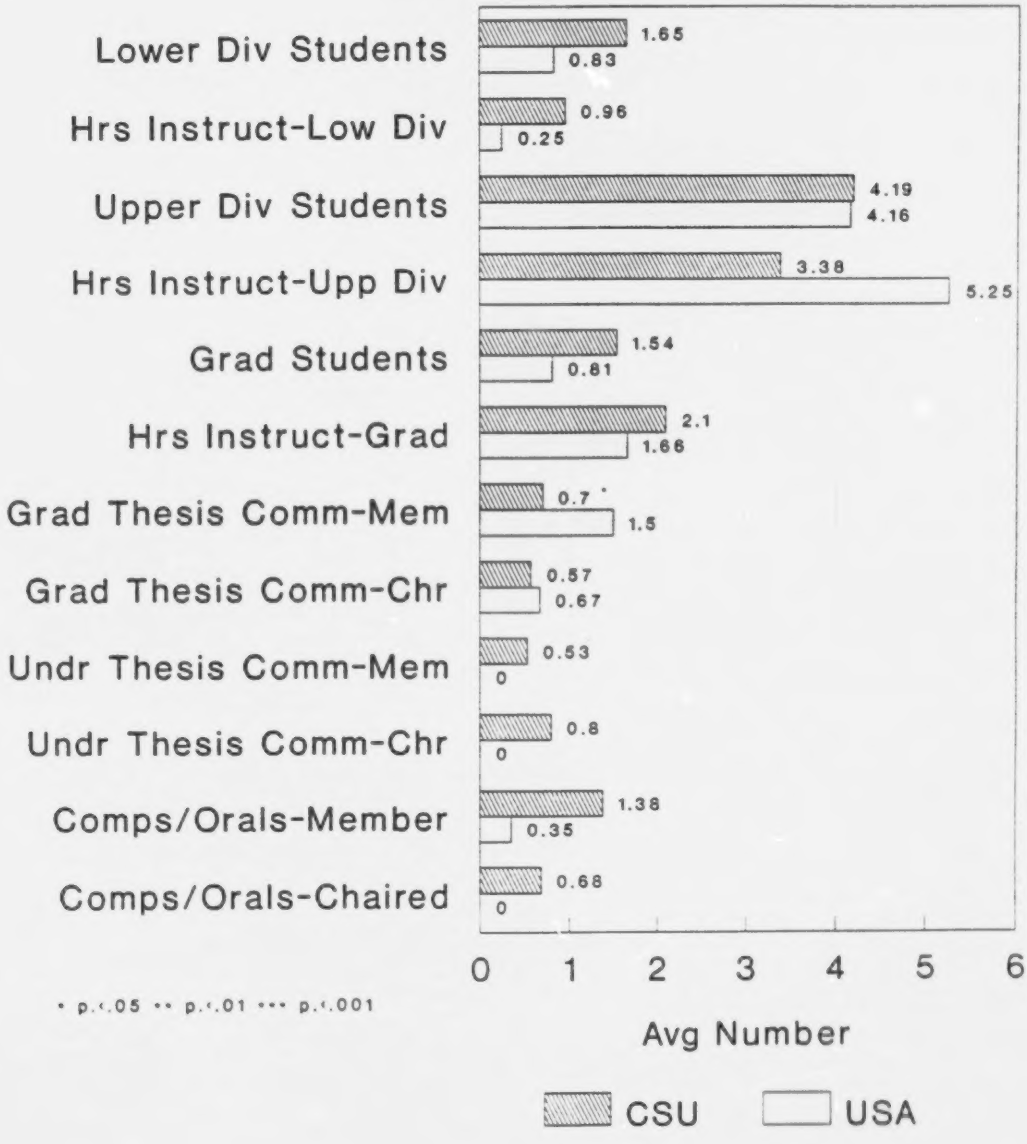


* p.<.05 ** p.<.01 *** p.<.001

CSU Faculty Workload Study-1990

Fig 15b. CSU CHAIRS vs. USA CHAIRS
TEACHING LOAD-INDIVIDUALIZED INSTRUCTION

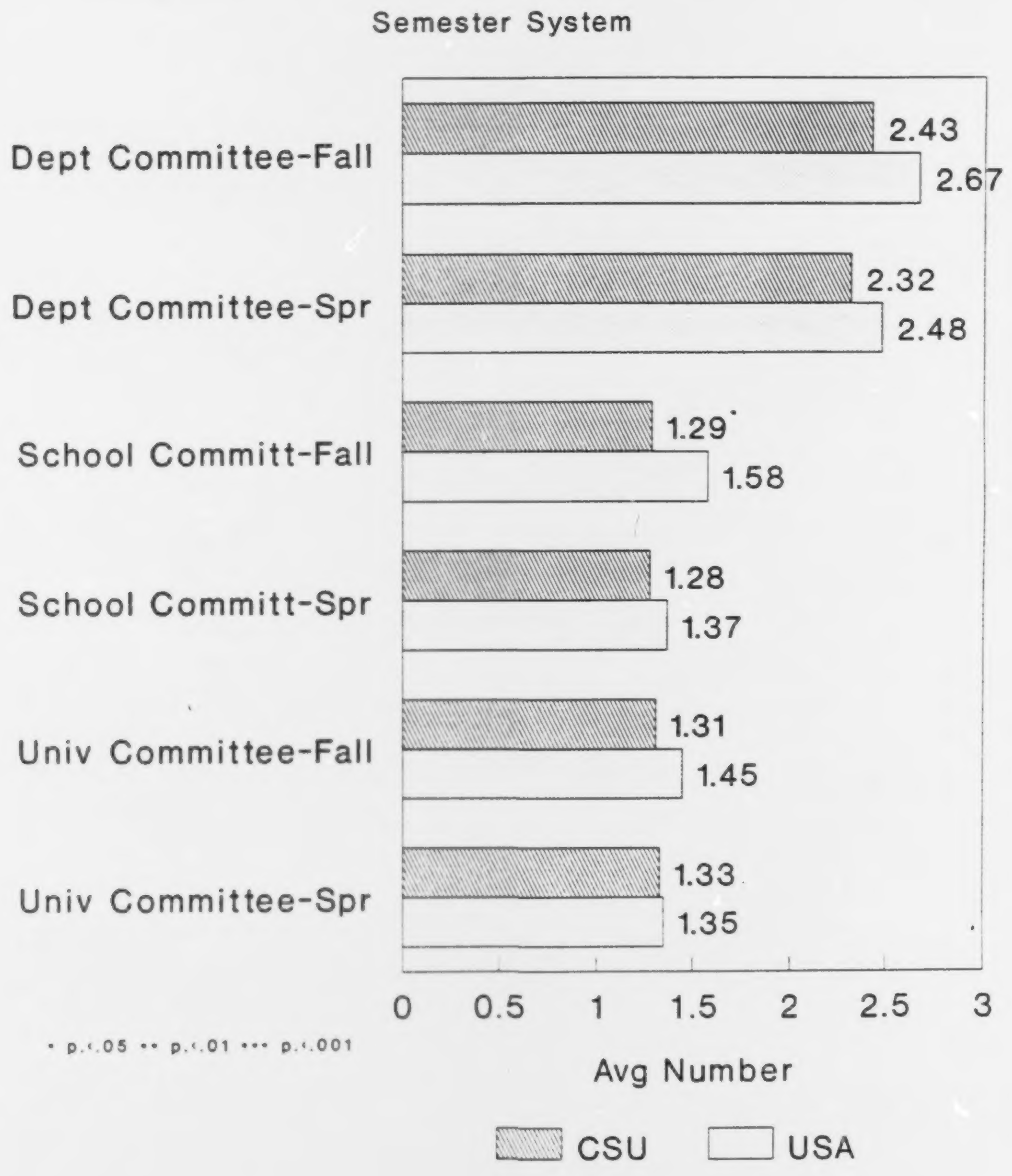
Quarter System



* p.<.05 ** p.<.01 *** p.<.001

CSU Faculty Workload Study-1990

Fig 16a. CSU CHAIRS vs. USA CHAIRS
TEACHING LOAD-COMMITTEE ASSIGNMENTS

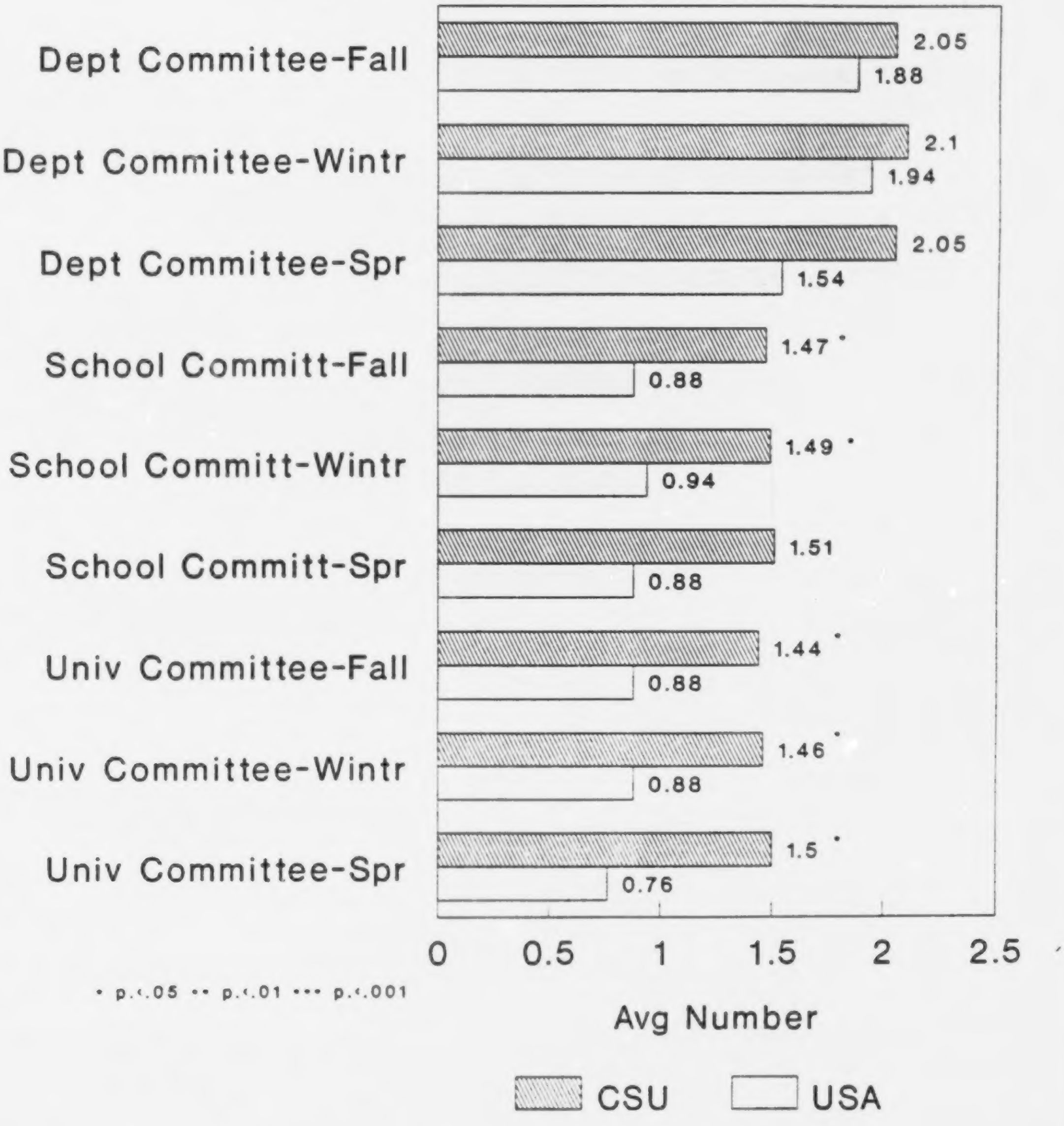


* p.<.05 ** p.<.01 *** p.<.001

CSU Faculty Workload Study-1990

Fig 16b. CSU CHAIRS vs. USA CHAIRS TEACHING LOAD-COMMITTEE ASSIGNMENTS

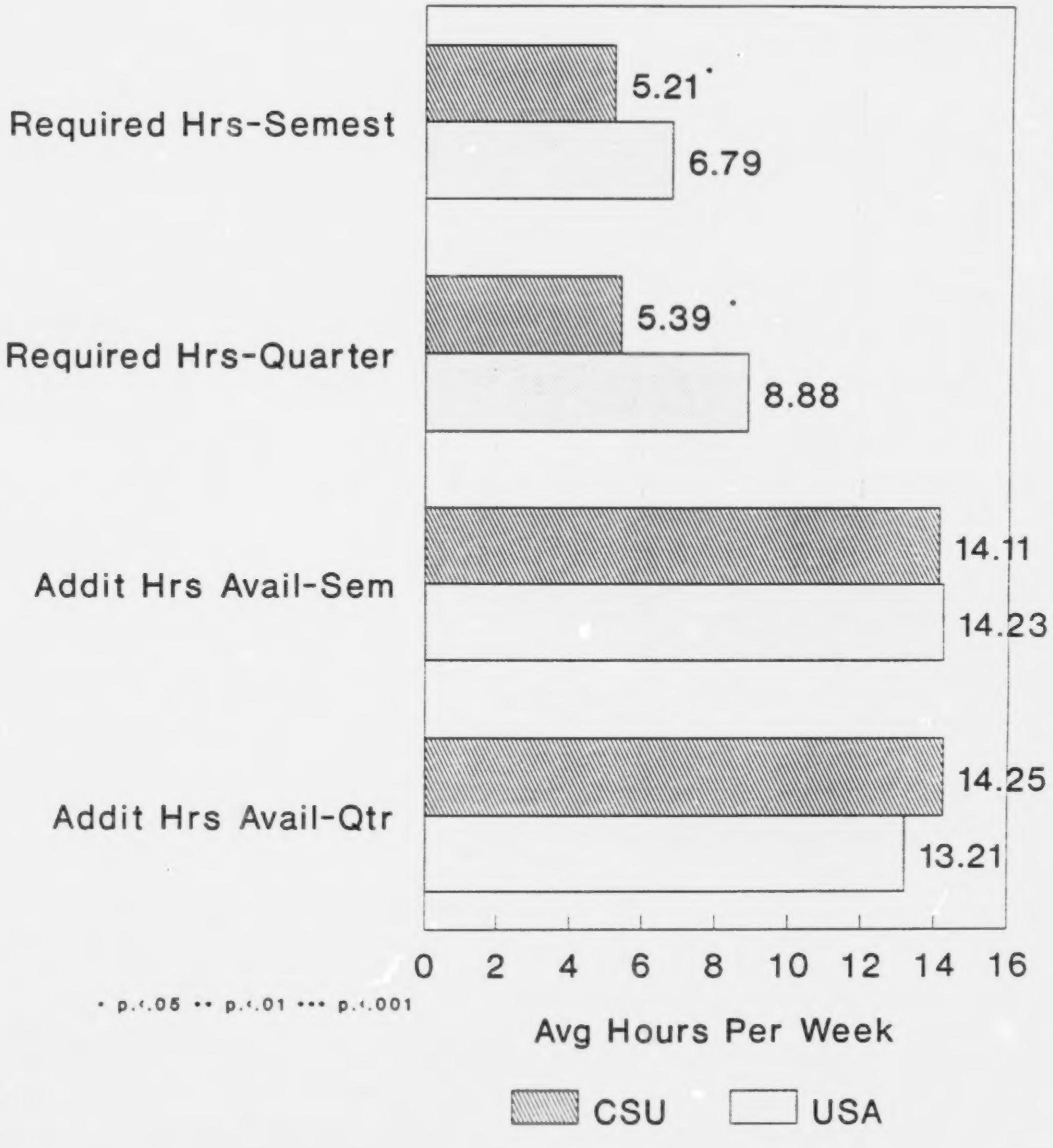
Quarter System



CSU Faculty Workload Study-1990

Fig 17. CSU CHAIRS vs. USA CHAIRS TEACHING LOAD-OFFICE HOURS

Semester/Quarter Systems



CSU Faculty Workload Study-1990

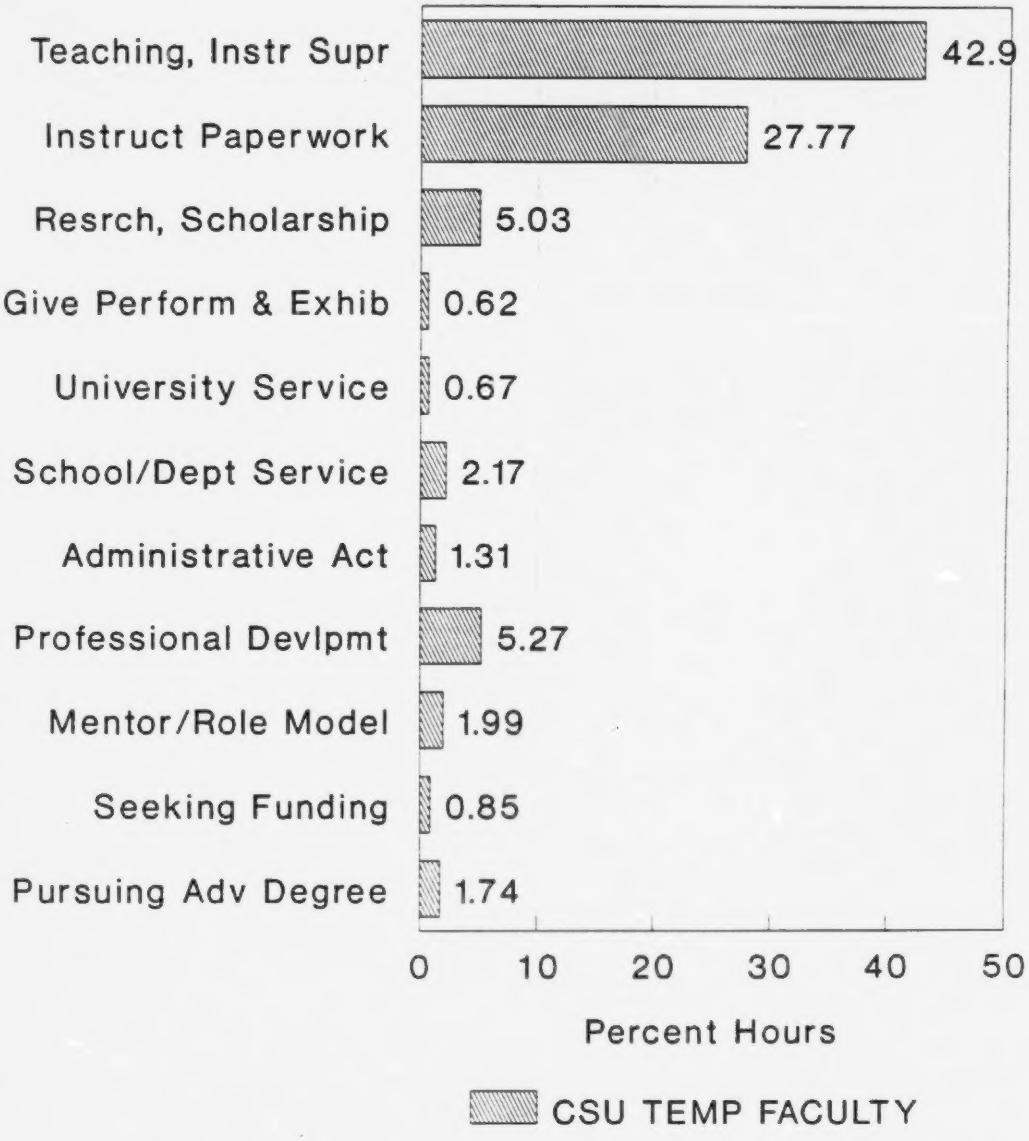
CSU Temporary Faculty

The patterns of responses of CSU temporary faculty are reported in this section. There are no inter-university comparisons for the temporary faculty sample.

Hours Worked and Time Allocations. CSU temporary faculty were asked to report the number of hours they worked for their institution in an average week during the Fall 1989 term. CSU temporary faculty reported an average of 24.4 hours per week for all activities for the institution. They also reported working 13.2 hours on other paid activities. CSU temporary faculty were asked to report what percentage of their time was spent working in 12 areas: 1) teaching, instructional supervision, and guest lecturing; 2) advising and recruiting; 3) instructional-related paperwork; 4) research, scholarship, preparing or reviewing articles or books, preparing for professional meetings or conferences, etc.; 5) giving performances or exhibitions in the fine or applied arts; 6) university service; 7) school or departmental service; 8) administrative activities not included under university, school, or departmental service (e.g., program development, administration, or supervision); 9) other professional development activities and activities to remain current in one's field (e.g., reading new literature, learning new technologies, and practice); 10) serving as a mentor/role model for students and/or colleagues; 11) seeking funding, including proposal writing; and 12) taking courses and/or pursuing an advanced degree. The percentages are reported in Figure 18.

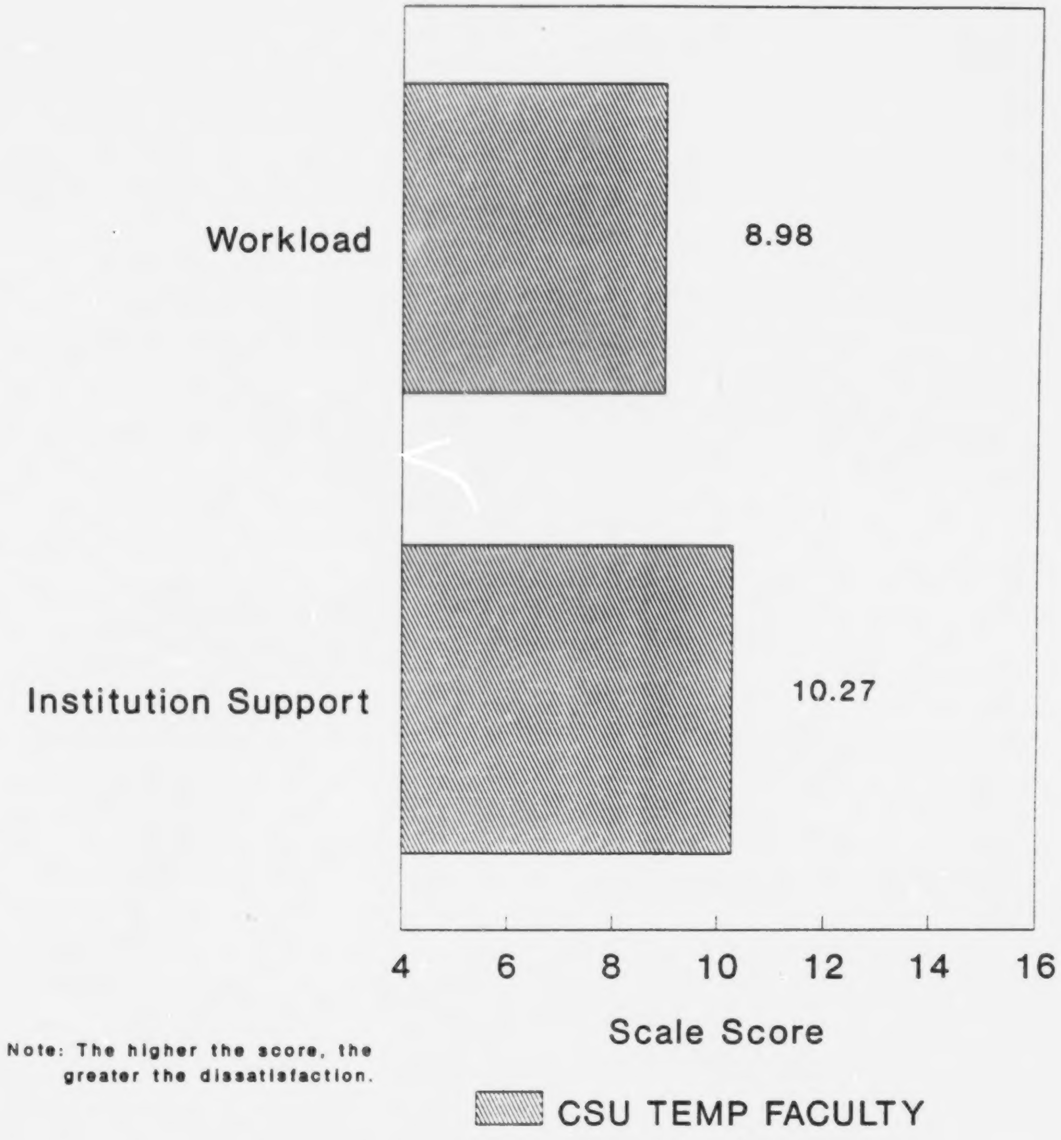
CSU temporary faculty were asked to rate their level of satisfaction with their job in eight areas on a four-point scale: very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied. Four questions were asked related to their satisfaction with their workload: 1) overall workload; 2) the mix of teaching, research, administration, and service required; 3) opportunity for reward at the institution; and 4) time available for working with students as an advisor, mentor, etc. Four questions related to satisfaction with institutional workload support: 1) availability of support services and equipment (including clerical support, personal computers, etc.); 2) teaching assistance received (graduate assistants, student assistants, etc.); 3) quality of technical assistance received; and 4) quality of facilities for research and creative activities. The four questions were scaled for each of the two areas. The scale scores are shown in Figure 19. The mean scale score for

Fig 18. CSU TEMPORARY FACULTY
PERCENT OF WORKING HRS FOR INSTITUTION



CSU Faculty Workload Study-1990

Fig 19. CSU TEMPORARY FACULTY SATISFACTION WITH JOB AT INSTITUTION



Note: The higher the score, the greater the dissatisfaction.

CSU Faculty Workload Study-1990

CSU temporary faculty on "satisfaction with workload" was 8.98 and for "satisfaction with institutional workload support" was 10.27.[9]

CSU temporary faculty were then asked to indicate whether they wished to more, less, or about the same of the following: 1) research and creative activities; 2) teaching; 3) student advising; 4) university, school, and departmental service; 5) community service; and 6) administration. The results of these questions are presented in Figure 20.[10]

Research, Creative, and Professional Activities. This section of the questionnaire asked CSU temporary faculty to report the number of each of 14 activities they had accomplished during the 1988-89 academic year, and during the prior two academic years of 1986-87 and 1987-88. The 14 categories were: 1) articles or creative work published in "refereed" professional or trade journals; 2) articles or creative works published in "non-refereed" professional or trade journals; 3) articles or creative works published in "non-juried" popular media or in-house newsletters; 4) published reviews or books, articles, or creative works; 5) chapters in edited volumes; 6) textbooks; 7) other books; 8) monographs; 9) research or technical reports disseminated internally or to clients; 10) presentations at conferences, workshops, etc.; 11) juried exhibitions or performances in the fine or applied arts; 12) non-juried exhibitions or performances in the fine or applied arts; 13) patents or copyrights (excluding thesis or dissertation); and 14) computer software products. Figure 21 shows the pattern of results.

Teaching Loads and Teaching Activities. CSU temporary faculty were asked to report the number of courses, students, meeting hours per week, units taught, different course preparations, and new course preparations. Figure 22 shows the results of these questions for CSU temporary faculty for the Fall 1989 term.

Next, CSU temporary faculty were asked questions related to individualized instruction and contact with students. There were 12 questions in this section of the questionnaire: 1) number of lower division students receiving individualized instruction, 2) number of hours of individualized instruction for lower division students, 3)

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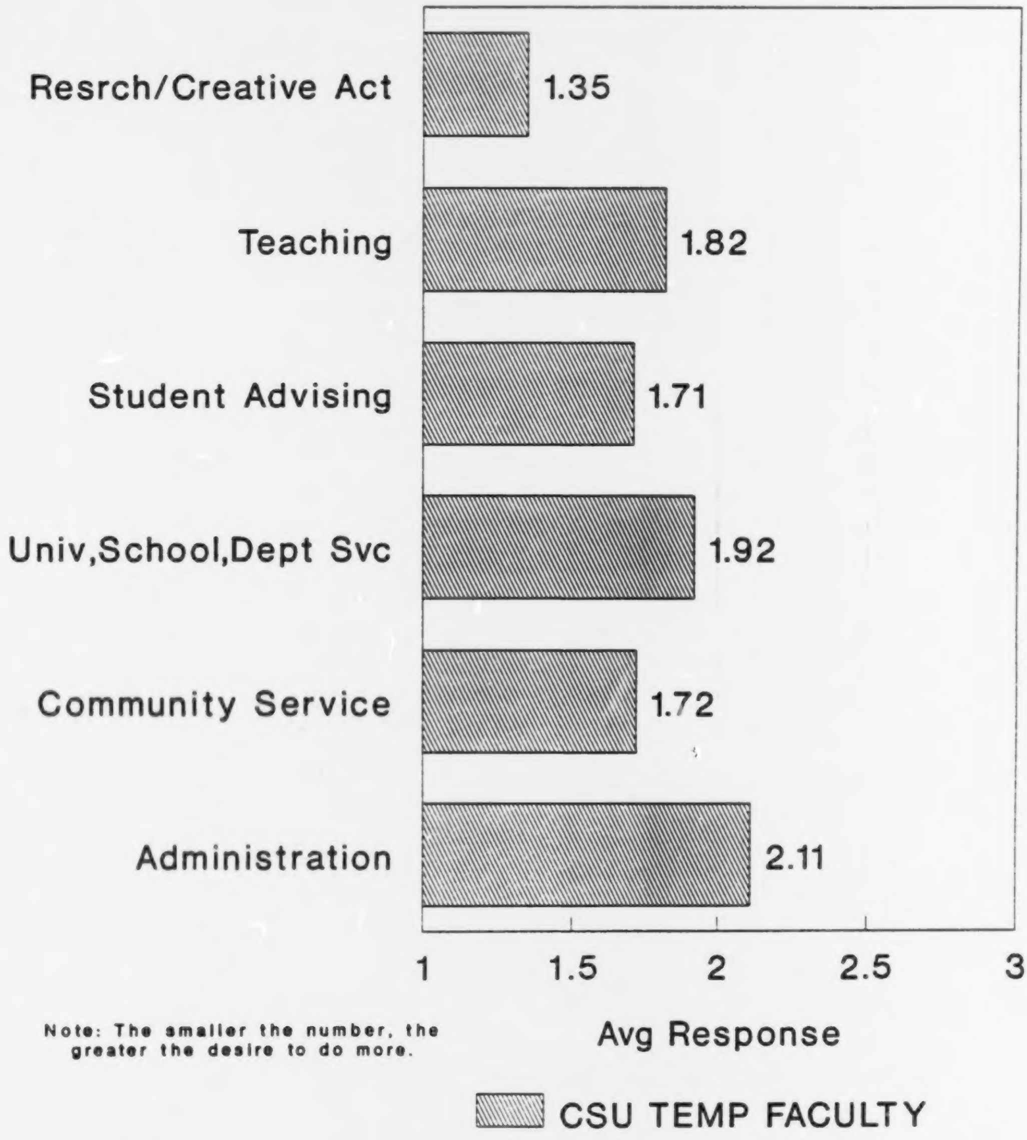
[9] For both satisfaction scales, the higher the score, the greater the level of dissatisfaction. The scores range from a potential low of 4, high satisfaction, to a potential high of 16, high dissatisfaction.

[10] The smaller the number, the greater the desire to do more.

Fig 20. CSU TEMPORARY FACULTY DESIRE TO DO MORE, ABOUT SAME OR LESS

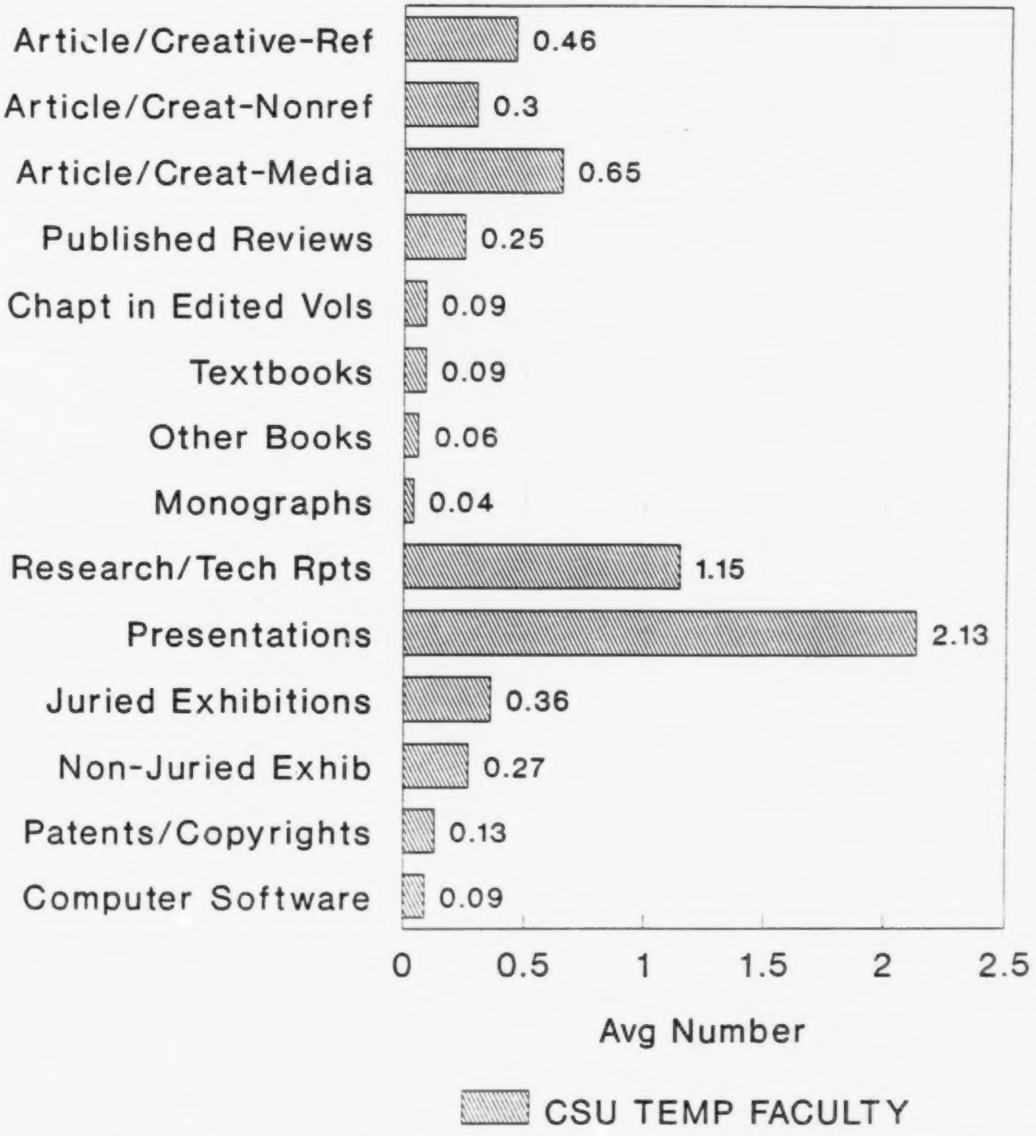


Note: The smaller the number, the greater the desire to do more.

CSU Faculty Workload Study-1990

Fig 21a. CSU TEMPORARY FACULTY RESEARCH, CREATIVE AND PROF ACTIVITIES

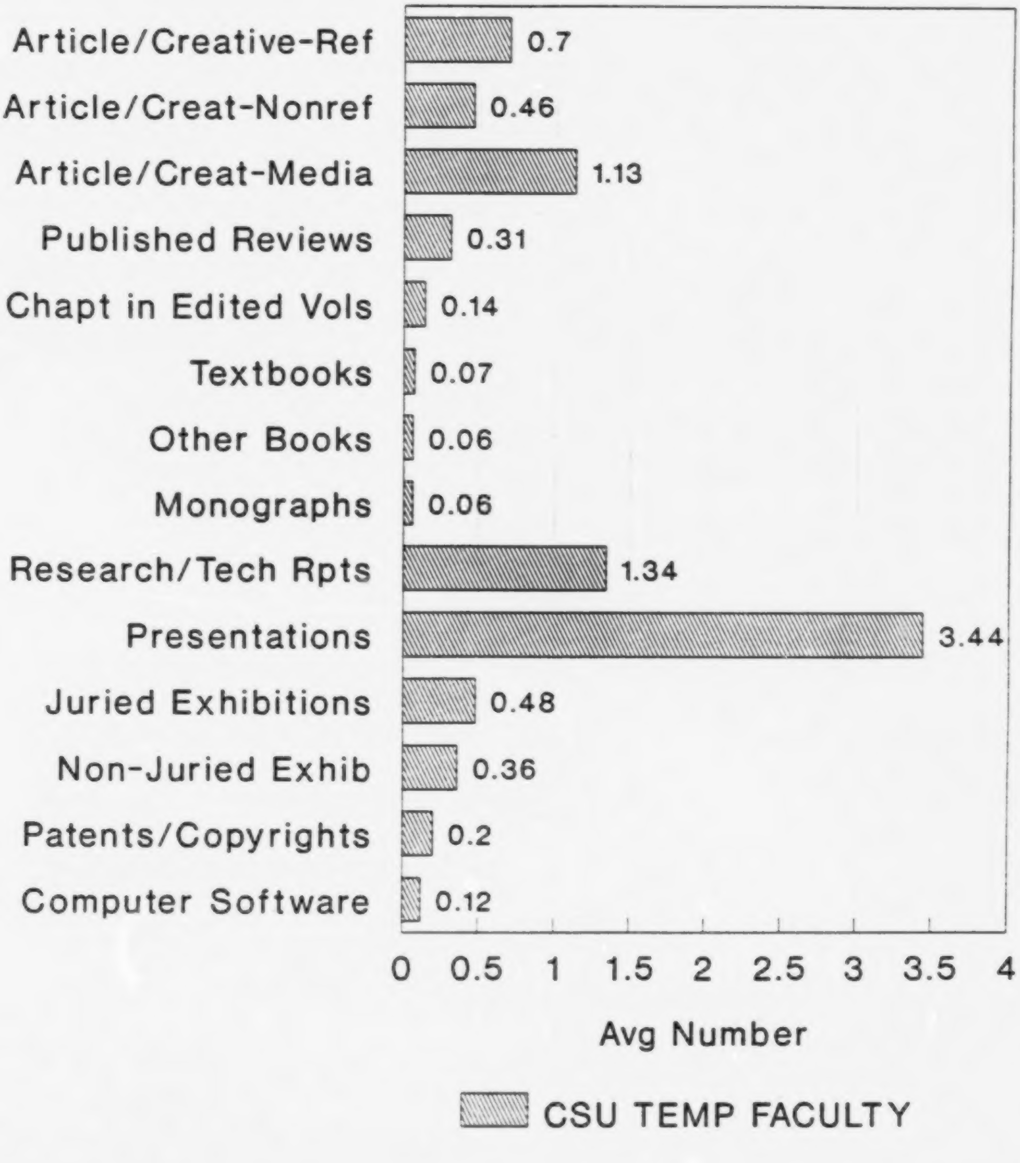
1988/89 Academic Year



CSU Faculty Workload Study-1990

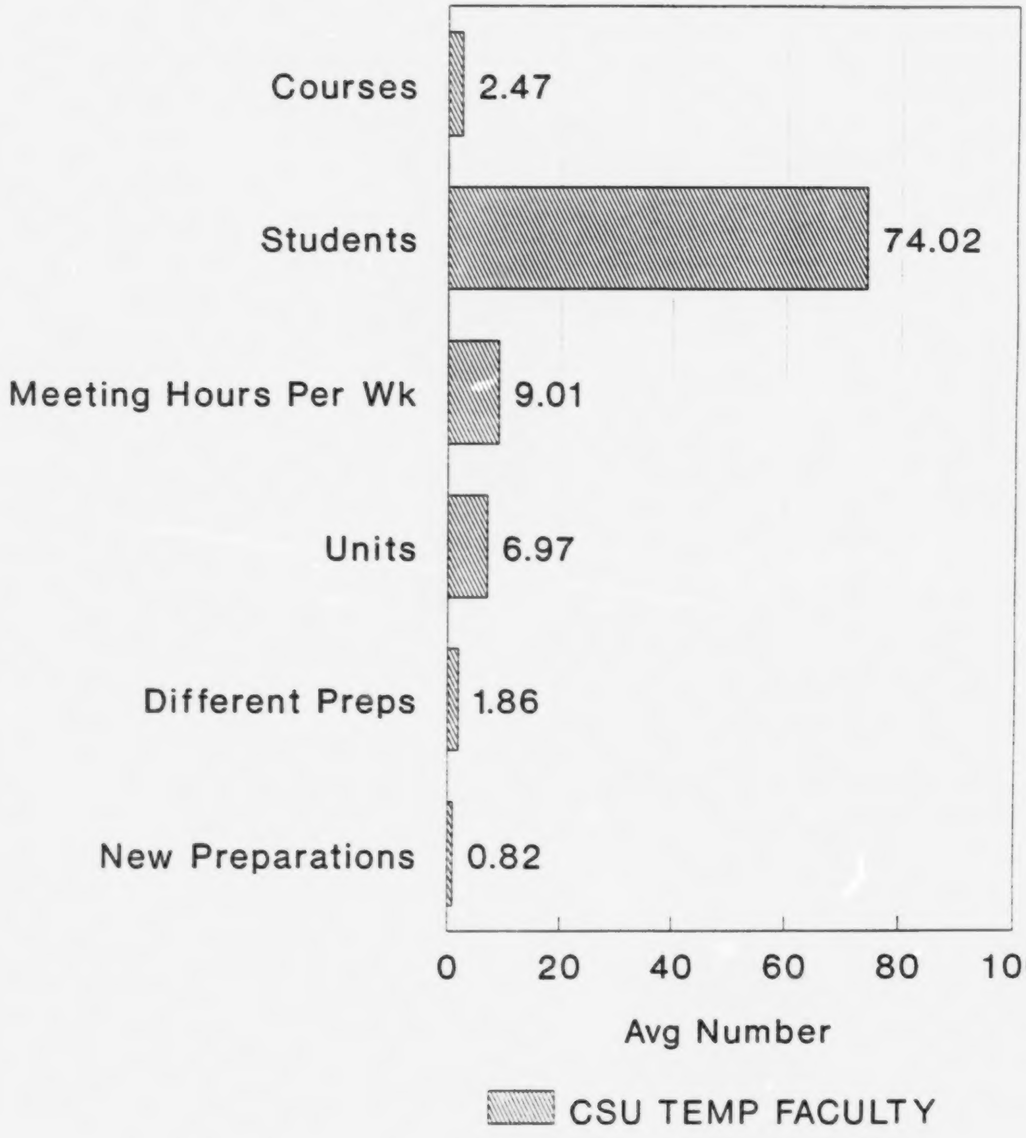
Fig 21b. CSU TEMPORARY FACULTY RESEARCH, CREATIVE AND PROF ACTIVITIES

1986/87 & 1987/88 Academic Years



CSU Faculty Workload Study-1990

Fig 22. CSU TEMPORARY FACULTY TEACHING LOAD-COURSE ACTIVITIES



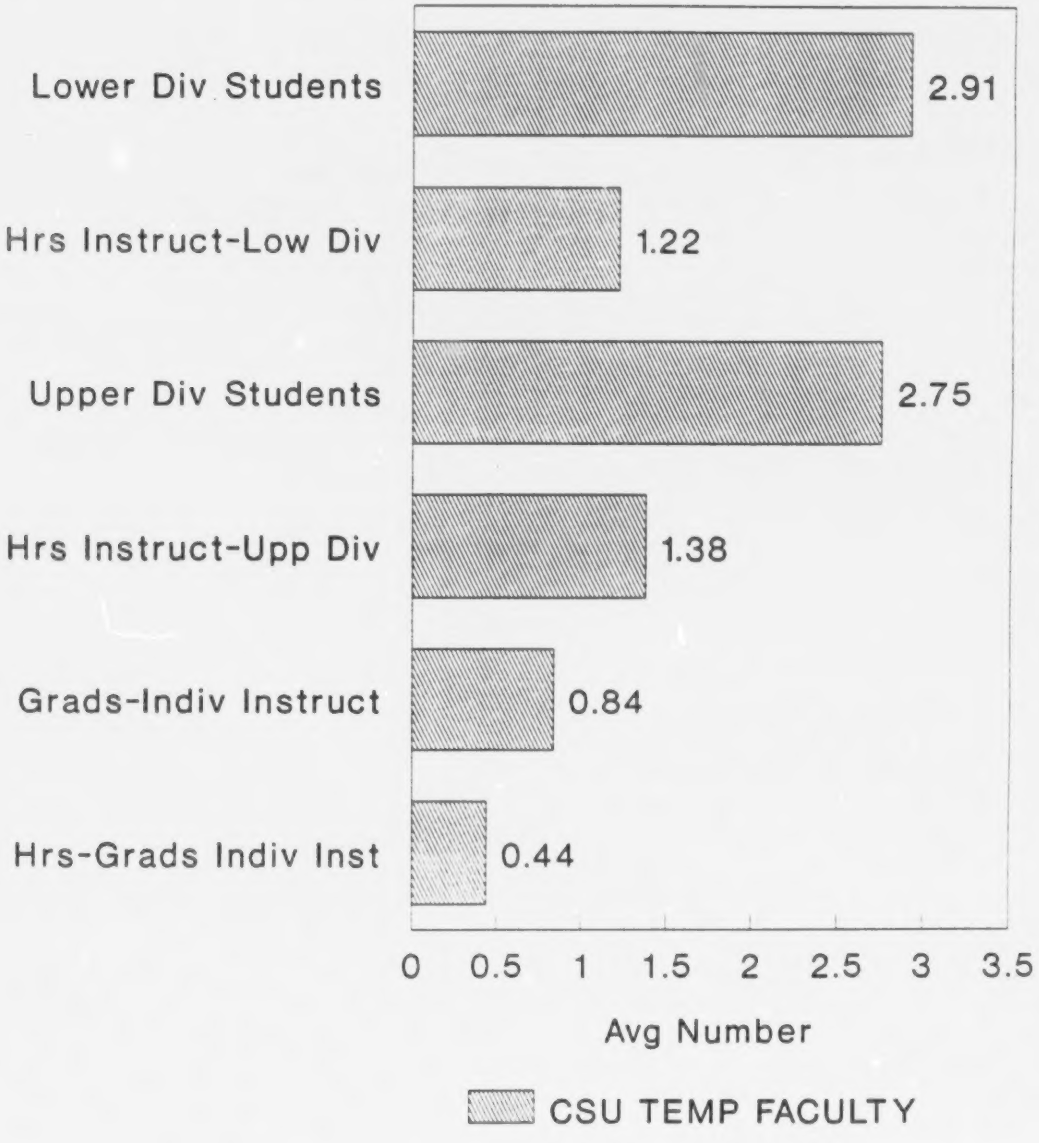
CSU Faculty Workload Study-1990

number of upper division students receiving individualized instruction, 4) number of hours of individualized instruction for upper division students, 5) number of graduate students receiving individualized instruction, 6) number of hours of individualized instruction for graduate students, 7) number of graduate thesis committees served as a member, 8) number of graduate committees served as a chair, 9) number of undergraduate thesis committees served as a member, 10) number of undergraduate committees served as a chair, 11) number of comprehensive exams/orals committees served as a member, and 12) number of comprehensive exams/orals committees served as chair. Since less than 7% of CSU temporary faculty indicated that they were allowed to serve on thesis or exam committees, only the responses to the questions dealing with individualized instruction have been included. The reported patterns for these questions are presented in Figure 23.

CSU temporary faculty were asked the set of questions that reported the number of departmental, school, and university committees to which they were assigned. However, since few CSU temporary faculty serve on committees, there was not enough information to warrant analysis.

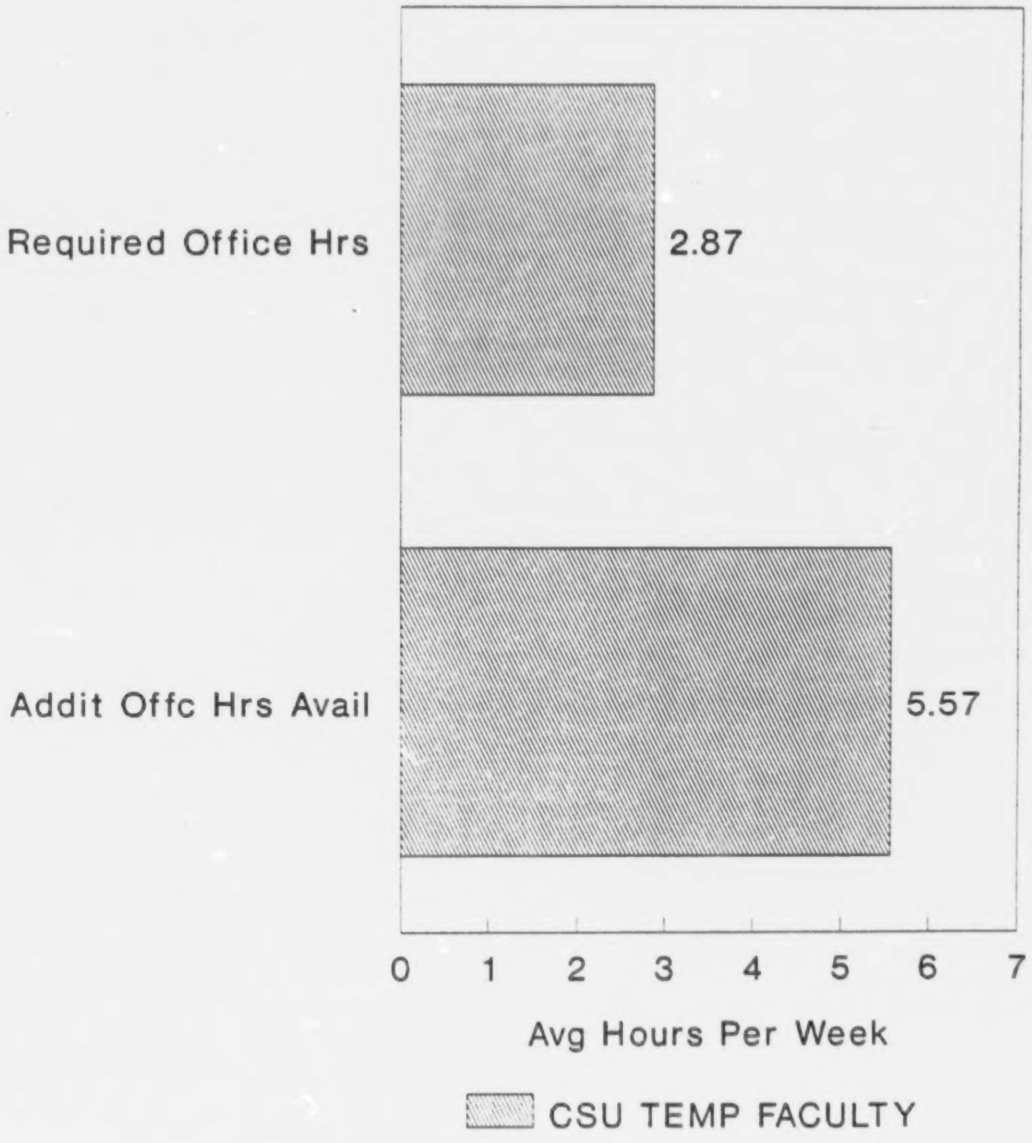
The last questions in this section asked about required office hours and additional office hours available to students. The pattern of reported office hours is presented in Figure 24.

Fig 23. CSU TEMPORARY FACULTY TEACHING LOAD-INDIVIDUALIZED INSTRUCTION



CSU Faculty Workload Study-1990

Fig 24. CSU TEMPORARY FACULTY TEACHING LOAD-OFFICE HOURS



CSU Faculty Workload Study-1990

Literature Review

Previous commentary concerning faculty workload is based largely on impressionistic, non-empirical information. Existing data-based studies reveal major discrepancies regarding both the number of hours worked per week, and the distribution of hours devoted to various activities. It is thus not possible to assess with any degree of certainty the quantity and types of activities performed by faculty in "comparative collegiate environments" (Casanova, 1987, p.3), e.g., the California State University (CSU) system and comparable universities. Nor are data available concerning the activities of department chairs and part-time/temporary faculty.

As outlined above, current knowledge regarding faculty workload is inconsistent and incomplete. While the following review of the literature illustrates several of these inconsistencies and gaps in existing knowledge, it also indicates how previously published empirical and non-empirical reports can be used as a guide in the development of further research on faculty workload.

I. Discrepancies Regarding Faculty Workload

Hours per week. Estimates regarding the length of the work week are extremely varied. According to Professor X (1973), the college teacher can be among the world's laziest people (with a 15- to 20-hour work week), or he/she can be among the world's hardest working individuals (with a work week of over 60 hours).

To some degree, such discrepancies can be attributed to lack of clarity regarding the time frame of reference (i.e., calender year or academic year only). Using the calender year, a work week of 45.8 hours has been reported (Bowen, 1986). Using the academic year only, faculty work week estimates range from 36 to 62 hours (Dressel, 1971; Fry, 1981; Yuker, 1984). If the time frame of reference is not specified, interpretation of data is especially problematic (Campbell, 1982).

The inclusiveness of activities considered when calculating the length of faculty work week also affects the results. If only instructional and research-related activities are included, the work week will appear shorter than if other activities are considered. Using a broad definition of faculty activities, Yuker (1984) cites 55 hours per week (academic year only) as the best available estimate of the quantity of faculty workload.

Distribution of activities. A considerable amount of published material exists regarding the distribution of faculty activities. Much of this material consists of personal reflection and is not empirically based. Some authors feel that teaching is not emphasized sufficiently (Merriam, 1986; Peters and Mayfield, 1982; Willey, 1980). Others feel that service-related contributions are under-supported (Florestano and Hambrick, 1984; Hohenstein, 1980; Pope and Taylor, 1981; Solliday, 1982). Consulting also has been a largely unrecognized faculty activity (Burnett, 1981; Marsh and Dillon, 1980).

Empirical data regarding the distribution of faculty activities suggest that from 40% to 70% of time is spent in instructional activities, 3% to 20% in meetings and administrative activities, and the remainder (presumedly) in research-related activities (Yuker, 1974, 1984). This wide range of estimates suggests that major between-study differences exist with respect to definitions of activities, types of disciplines examined, types of institutions included, or precision in data-gathering. Thus, few conclusions can be made regarding the distribution of faculty activities.

Two studies, one in the United States and another in New Zealand, illustrate the difficulty in drawing between-study generalizations. Baker and Zey-Ferrell (1982) examined six social sciences departments in a regional state university and found that 31.3% of the faculty believed that they were spending equal amounts of time in teaching and research, and a lesser amount of time in service-related activities (denoted as the TRs model). The Trs model (i.e., emphasis on teaching at the expense of research and service) was endorsed by 27.3% of the faculty, while 25.3% endorsed the TrS model (i.e., emphasis on teaching and service at the expense of research). Equal emphasis on each of these three activities (the TRS model) was claimed by 12.1% of the faculty. Only 3.0% felt that they emphasized research at the expense of teaching and service (the tRs model). On the other hand, Campbell (1982) found that faculty in New Zealand devoted 39% of their time to teaching, 46% to research, 12% to administrative activities, and 2% to committee work. Although these results appear inconsistent with those of Baker and Zey-Ferrell (1982), differences in methodology, as well as disciplinary and geographic factors, make between-study comparisons difficult if not impossible.

Factors Affecting Differences in Faculty Workload by Discipline

Some information exists regarding the extent to which faculty activities vary by discipline. Fry (1981) found that humanities and social sciences faculty spend more time associated with teaching, but less actual classroom time and less time in research-related activities, than do faculty in technological, clinical, or physical sciences. Indeed, 17% of the variance in classroom time, 14% of the variance in preparation time, and 12% of the variance in research time were a function of the discipline involved.

Institutional differences. Types of institutions (e.g., public or private, research, doctorate, comprehensive, liberal arts) appear to vary widely with respect to student-faculty ratio, research support and productivity, and emphasis on teaching (Casanova, 1987; Lewis and Altbach, 1982; Tuohy, 1961). Lewis and Altbach (1982) found that 90% of faculty at a four-year private university considered teaching a priority, with research a far distant second. This is clearly not the case in research-oriented institutions.

Gender differences. Although it has been stated that male faculty work longer hours than female faculty (Yuker, 1984), McLaughlin, Mahan, and Montgomery (1983) found that gender differences in instructional workload were not apparent when departmental affiliation was controlled. Similarly, it is possible that the effects of gender are confounded with those of rank and/or age.

Rank-related differences. Rank appears to have little effect on total hours worked per week, but may have a negative relationship with the amount of time devoted to teaching (Yuker, 1984). However, the possibility that the effects of rank are confounded with those of gender and/or age has not been subjected to scrutiny.

The present study proposes a sample stratified by rank and discipline. This will permit examination of these as possible confounding factors in the assessment of age and gender differences in workload.

II. Activities of Part-Time Faculty

Little is known about the activities of part-time faculty, although their prevalence (as high as one-third of all faculty in all post-secondary institutions) has been decried (AGB Reports, 1979). Seven identifiable groups of part-time faculty have been described (AGB Reports, 1979): semiretired persons, students, persons seeking full-time work but settling for part-time work, persons working at two or more part-time jobs, persons who have full-time positions and are moonlighting, persons whose work opportunities are restricted by home and family responsibilities, and others whose motives are unknown.

The number of part-time faculty in each group has received little attention. This proposal includes a heterogeneous sample of part-time faculty from all CSU institutions. As such, it represents one of the first attempts to quantify reasons given by part-time faculty for choosing this type of employment. In addition, previously unavailable data will be gathered regarding the overall workload of part-time faculty, thus allowing comparison with the activities of full-time faculty.

III. Activities of Departmental Chairs

Department heads have been studied with respect to how they assess faculty workload for purposes of equity and cost-effectiveness (McLaughlin, Montgomery, Gravely, and Mahan, 1981), but little information exists concerning the activities of chairs themselves.

Some evidence suggests that chairs and faculty disagree regarding the appropriate role of faculty. In a study limited to social sciences departments, Baker and Zey-Ferrell (1982) found that 53.6% of faculty endorsed the importance of a balance between teaching and research, while only 38.6% of chairs did so. Chairs were more likely than faculty to emphasize the importance of both teaching and service.

The present study examines chairs from both the CSU and comparable institutions, stratified by size of institution and discipline. It is thus possible to assess the effects of institutional and disciplinary factors on the activities of chairs, and to compare their activities with those of faculty.

IV. The Categorization of Faculty Activities

Most reports of faculty workload utilize a categorization scheme consisting (minimally) of teaching, research, and service. Although some use only these three major categories (Baker and Zey-Ferrell, 1982; Dill, 1986; Hohenstein, 1980), data suggest that only 40% of the variance in faculty workload can be explained by teaching, research, and service (Dill, 1986). Thus, refinement and/or expansion of this basic categorization scheme appears appropriate.

Several authors have emphasized the diversity of activities included in the major category of service (Bess, 1982; Ellison, 1970; Fairchild, 1981; Lynton, 1987; Tuckman, 1976). Tuckman (1976) has viewed service as consisting of both public service and administration, while Fairchild (1981) and Ramsey, Hardwick, and Ainsworth (1981) have described service as including both on-campus and community based activities. Bess (1982) has identified three sub-categories of service (off-campus service, environmental intervention, and administrative review). Ellison (1970) has stressed the importance of working to develop one's profession as a profession. Consultation (as a public service or for supplemental income) may also be considered a type of service activity (Burnett and Martin, 1981; Campbell, 1982; Dressel, 1971).

Teaching activities may include not only classroom and preparation time, but also time spent in advising students, providing remedial instruction, and supervising students in various types of practice (Solliday, 1982).

Similarly, research involves more than actually implementing a project and reporting the findings. All activities related to personal professional growth (e.g., attending conferences, reading, and thinking) may affect research productivity and quality (Salomone and Vorhies, 1985; Seldin, 1987).

Time for personal reflection and interpersonal interaction has also been recognized as an integral aspect of academic activity; such uses of time are thought to have important effects on the quality of both research and teaching. Bess (1982) has recognized the importance of "latency" (i.e., time for reflection, creativity, and collegial interactions), while Ellison (1970) would include time for "thinking." French, Tupper, and Mueller (1965) have considered similar activities (i.e., keeping up with one's field and getting along with people) in their analysis of faculty workload.

One of the most inclusive categorization schemes for the analysis of faculty workload has been described by Yuker (1974, 1984). This system builds upon the three major categories of teaching, research, and service, but has two advantages over less inclusive schemes.

First, the three major categories are subdivided into several more specific types of activities. For example, teaching (or instructional time) is subdivided into time spent in class, preparation time, evaluation time. Service is subdivided into institutional service (which is further categorized as meetings, student service activities, other organized activities, and general administrative functions) and public service (i.e., all professional activities performed outside the institution). Public service may be further categorized as paid or unpaid.

Second, this system includes several categories in addition to teaching, research, and service. One, interacting with students, includes counseling or advisement on an individual basis. Another, professional development, includes reading, attending conferences, taking courses, and participating in faculty discussions on professional topics. The content of the instruments in the proposed study reflects the diversity of faculty activities described by the above categorization system.

V. Need for Further Study of Faculty Workload

As discussed above, no consensus exists regarding the amount and type of activity performed by faculty, and little is known about the extent to which institutional, disciplinary, and other factors may affect faculty workload. This situation has serious consequences.

First, faculty are frequently unclear regarding what is expected of them, or find that their activities are incongruent with their expectations. According to Caplow and McGee (1965), faculty may be hired to do one thing (teach) but are punished if they fail to neglect their assigned duties in the pursuit of their own professional interests. Zey-Ferrell and Ervin (1985) found that 55% of faculty identified incongruity between their actual work activities and their intentions. Pearson and Seiler (1983) noted that, of twenty-two elements of faculty life, faculty respondents to a national survey expressed dissatisfaction with only four, one of which concerned lack of clarity and consistency of performance evaluation criteria (the other three elements involved salary and research support).

Second, factors such as conflicting time demands, overload, and ambiguity with respect to expectations are sources of stress and/or dissatisfaction. Gmelch, Wilke, and Lovrich (1986) found that 12% of the common variance in stress levels among a national sample of United States faculty was accounted for by time constraints. Similarly, Perlberg and Keinan (1986) noted that 19% of Israeli faculty felt overloaded by their administrative and public duties, 13% by their academic and general time constraints, and 10% by their teaching assignments.

Research Methods

I. The Study Environment

The study environment comprises the 20 campus system of the California State University and a sample of thirty-five comparable institutions in the United States. These faculty, including department chairs, constitute the population under investigation. Within the CSU system the unique situation of part-time faculty was also investigated.

II. Design and Sample Selection

The study utilized a cross-sectional survey design administered by mail, with first class introductory letters and a post-card follow up.

The sample consists of five separate subsamples, each selected in a manner unique to that sample. The five subsamples are: 1) Tenure track faculty from the California State University, 2) Tenure track faculty from a sample of comparable institutions throughout the United States, 3) Department chairs from the California State University and Colleges, 4) Department chairs from a sample of comparable institutions, and 5) Temporary faculty from the California State University. Subsamples of tenure track faculty were combined as were subsamples of chairs. These will be referred to as the "Faculty Sample" and "Chairs Sample" respectively. The subsample of temporary faculty from the CSU has no comparable national subsample and will be referred to as the "Temporary Faculty Sample." Strategies and rationale for the selection of each of the five subsamples will be discussed below.

The sampling design was developed to meet the following criteria: 1) to be of sufficient size as to permit statistically reliable comparisons across major strata, and 2) to over-sample typically underrepresented faculty. The above two goals have been met by the size and composition of the final samples produced.

The samples represent five major strata as follows:

1. Each institution is classified into one of three groups as a function of its size.

   A. Greater than 20,000 students.
   B. Between 10,000 and 19,999 students.
   C. Between 4,000 and 9,999 students.

2. Each faculty member is classified into one of three groups as a function of academic rank.

   A. Full professors.
   B. Associate professors.
   C. Assistant professors.

3. Each faculty member is classified into one of eight groups representing discipline categories. (These eight categories are based on HEGIS/IPEDS classifications. These are regularly used by the CSU Academic Programs and Policy Studies staff.)

   A. Humanities
   B. Social/Behavioral Sciences
   C. Arts
   D. Education
   E. Business
   F. Science/Mathematics
   G. Engineering/Computer Science
   H. Professional Technical (including Agriculture)

4. Each faculty member is classified by gender.

   A. Male
   B. Female

5. Each faculty member is classified by race.

   A. Hispanic
   B. Asian or Pacific Islander
   C. African American
   D. White (non-Hispanic)

III. Overview of Sampling Procedures

For each institution sampled it was necessary to stratify the sample by gender, discipline, and academic rank. Given two levels of gender (male, female), three levels of academic rank (Assistant, Associate, and Full professor) and eight discipline levels (humanities, social sciences, education, arts, business, science and math, engineering and computer science, and professional technical, including agriculture) a 48 cell sampling design was created (2 x 3 x 8). The goal of the sampling procedure was randomly to place a predetermined number of faculty into each cell of this matrix, thus selecting the total number appropriate for each institution.

The cells of this design were filled in the following manner. First, the number of faculty at each institution was determined, after eliminating all lecturers, visiting professors, and positions connected to the various administrative offices, such as deans and assistant deans. Second, depending on which sample was being selected, this number was multiplied by a proportion to determine an approximate number of faculty to sample at each institution. Third, a random start point was selected using a table of random numbers. Fourth, beginning at the randomly selected start point, and using a randomly selected skip pattern, faculty were selected from the list and placed into the cells of the design. As cells of the design began to fill, making some faculty ineligible, the next eligible faculty member in the list was selected. In some instances, no eligible faculty members could be found; for example, there was a consistent lack of female Full professors in computer science and engineering. The strategy in this instance was to utilize a predetermined "hierarchy of inclusion" to select the appropriate faculty member. The hierarchy placed HEGIS code at the top, rank second, and gender third. Thus, one would first attempt to find a person in the same discipline of the same rank, but of opposite gender. If unsuccessful, a person of the appropriate gender but of different rank was sought. If this also failed a person of opposite gender and different rank was sought. Finally, if no person within the discipline could be found, a person from a different discipline, but of same rank and gender was randomly selected. Sampling continued in this fashion until all cells of the design were filled. Specific procedures, unique to each sample are described in more detail below.

A. Sampling CSU faculty

Listings of CSU faculty were obtained from the master list of all faculty as of September 8, 1989. This list served as the sampling frame for sampling the permanent faculty from the CSU. The objective of this sample was to represent every campus in the system, regardless of size, with at least 100 faculty, obtaining a final sample of approximately 1,900. One-hundred sixty is the number of faculty estimated as necessary to obtain a sample of 100 faculty from each campus. This number is based on an estimated net adjustment factor of 1.6. If the number of available faculty was less than 160 the entire available faculty was sampled. Using the 48-cell sampling design described above, the sample for each CSU campus provides 20 faculty per discipline; ten of each gender within discipline; four Full professors, three Associates, and three Assistants within each gender, creating a total sample of 160.

Upon completing the sampling of each institution, the researcher again returned to the sampling frame and selected every minority faculty member who had not yet been included within the sample. Following these procedures produced a final sample of 1,954 CSU faculty representing a 63.7% return rate.

B. Sampling CSU Chairs

The master list of all department chairs was provided by the CSU. This list was used as the sampling frame and all chairs on this list were sampled. The return rate for CSU chairs was 61.8%, producing a sample of 396 chairs.

C. Sampling USA Faculty

The sampling of USA faculty was considerably more difficult than the sampling of faculty from the CSU. The lack of a common sampling frame, containing common information regarding faculty, required alternate strategies to achieve the same end. Some institutions provided mailing lists, but these lacked information regarding academic rank and/or discipline. Others provided only the campus telephone directory. In all cases the goal was to obtain a 16% sample of the faculty. It was estimated that a 16% sample would provide sufficient numbers of cases to maintain levels of statistical power suggested in the research proposal. As described above the number of faculty at each institution was determined after eliminating all ineligible positions. This number was multiplied by .16 to determine the number of faculty represented in a 16% sample. This number was divided by 48 to determine the number of faculty necessary to fill each cell of the design. When specific information was missing, the missing factor was either eliminated or estimated. For example, information regarding gender is typically missing from university directories; however, gender can be estimated using a person's name. These procedures created a sample of 1,117 USA faculty representing a 59.1% return rate.

D. Sampling USA Chairs

The goal of this research was to provide heterogeneous samples of chairs from both the CSU and USA institutions; however, some institutions provided lists of department chairs and some did not. For those that did, one male and one female chair was randomly selected from each of the eight disciplines for each institution. For those that did not provide names of department chairs, two departments were randomly selected from each discipline and surveys were mailed to "Chair, Department of ****". This produced a sample of 16 chairs from each of the 32 institutions participating and resulted in a total sample comparable in size to the total number of chairs in the CSU. Almost 59% of USA chairs responded for a total sample of 220 chairs.

E. Sampling CSU Temporary Faculty

Sampling of CSU temporary faculty was conducted using a list of all temporary faculty as of 10/31/89. The goal of this sample was to divide faculty by rank, gender, and discipline, thus mirroring the heterogeneity of the permanent faculty samples. This list was first divided into 19 groups by campus and the number of temporary faculty at each campus was counted after eliminating the graduate assistant positions. Second, a 16% sample was drawn, stratified as described above, by discipline, rank, and gender. Finally, all minority group temporary faculty not previously selected as part of the sample were selected. Fifty-three percent of the temporary faculty responded, producing a sample of 712 temporary faculty.

IV. Measures

Overview of the Survey Instruments

Three survey instruments were designed for use in this study, one for full-time faculty, one for part-time faculty, and one for department chairs. Survey instruments were developed in consultation with the CSU-CFA Faculty Workload Study Group. Each instrument was designed to capture the unique characteristics of workload relevant to the position being assessed. Complete copies of the three instruments are contained in Appendix A (Permanent Faculty), Appendix B (Department Chairs), and Appendix C (Temporary Faculty). Instruments were divided into sections designed to measure:

Part 1 - Characteristics of the respondent

1) Respondent's demographic characteristics.

2) Respondent's institutional characteristics.

Part 2 - Major subgroups of faculty workload

1) Instructional activities (refers to time and activities related to teaching, such as time spent in class, preparation time, grading and time spent with students related to instructional activities.)

2) Research and creative activities (refers to intellectual and scholarly activities that result in some type of scholarly product. This may include writing books, articles, plays, music, paintings, etc.)

3) Service

Part 3 - Other components affecting faculty workload distribution

1) Outside activities

2) Administrative release time (refers to administrative duties which are part of the assigned workload for which a faculty member receives a reduction in teaching responsibilities.)

Unique Components of Department Chair's Measure

In addition to the material described above, the measures provided to department chairs contained two additional sections. The first assessed the characteristics of the chair's department, such as the number of full and part-time faculty, number of courses offered, and the number of personnel decisions made in an average year. The second assessed the chair's perception of the faculty members satisfaction with the institution and the faculty members desired distribution of workload.

Unique Components of Part-Time Faculty's Measure

Some of the material contained in the instrument distributed to full-time faculty was not relevant to part-time faculty. Therefore a revised instrument was distributed to this group. This instrument assessed the part-time faculty's position within the university, including such information as number of courses taught, and number of years as a part-time instructor.

V. Procedures and Data Collection

Administration of Survey Instrument

Administration of the survey instrument was conducted in three steps as follows:

Step 1 - Precontact Advance Letter

This letter was used to establish initial contact with potential respondents. It introduced the researchers, described the survey and its purpose, highlighted the importance of cooperation in completing the instrument, and alerted the respondent to the arrival of the questionnaire. The confidentiality of all information was emphasized. (See Appendix D for a copies of advance letters to CSU faculty, USA faculty, CSU Chairs, USA Chairs, and CSU Temporary Faculty).

Step 2 - Mail Survey

Within ten days of the mailing of the precontact letter the surveys were mailed. Each survey contained a self-addressed, postage-paid, return envelope.

Each mail survey was accompanied by a cover letter designed to reinforce the points made by the precontact letter and thanking the respondent for his or her cooperation. (See Appendix A for copy of cover letter to CSU faculty, Appendix B for letter to USA faculty, and Appendix C for letter to CSU Temporary faculty.)

Step 3 - Follow-up of Non-respondents

Within two weeks a follow-up post-card was mailed to all non-respondents. This post-card also emphasized the importance of a response and requested cooperation. (See Appendix E for copies of post-card follow-up.)

VI. Data Processing and Analysis

The SSRC research assistants, under the supervision of the project coordinators, monitored daily returns and sorted completed instruments into appropriate categories. Project coordinators maintained daily contact with respondents who called the SSRC with questions regarding the instrument.

All data were edited, coded, and keyed by trained research assistants, using the Data Entry II program of SPSS/PC+. Appropriate range and consistency checks were applied with the software to insure data integrity.

Data were analyzed using SPSS-PC+.

Findings and Commentary

I. Overview

The findings of the Faculty Workload Study are presented in five sections. The first describes the demographic and institutional characteristics of the five sub-samples. The second, third, and fourth sections describe the findings related to permanent faculty, department chairs and temporary faculty respectively. Within each of these three sections separate sub-sections will describe: 1) the number of hours faculty devote to their institution and the allocation of hours to various activities; 2) faculty involvement in research/creative, and professional activities, and 3) faculty teaching loads and teaching related activities. In addition, the department chairs descriptions of their departments and their perception of faculty satisfaction and needs will be discussed.

Each sub-section begins with a comparison of CSU faculty and USA faculty across the major indicators of workload being considered. These comparisons were derived from t-tests. Levels of statistical significance are noted within each table. Following the overall comparisons, additional analyses are presented. These analyses include size of institution, academic rank and discipline category (arts, business, education, etc.) within the CSU/USA comparison. Two-way analysis of variance was used to perform these comparisons and only the findings which demonstrate at least one significant factor are presented. F values derived from analysis of variance are presented and levels of statistical significance are noted. (Those unfamiliar with statistical analysis may wish to read Appendix I which presents an introduction to the statistical language and statistical tests utilized in this report.)

II. Demographic and Institutional Characteristics of the Five Subsamples

Table 2.1 presents the frequency distributions for size of institution, academic rank, discipline category, gender, and ethnicity for each of the five subsamples. Of concern here is the ability to represent the different groupings of faculty by producing heterogeneity in the sample. Examination of the distributions of the five variables in the first two columns, representing USA faculty and CSU faculty indicates that the sampling design was largely successful, with ethnicity representing the major exception. Within the CSU where every minority faculty member was sampled, 24.8% of the sample is represented by minority faculty, 10.3% Asian or Pacific Islander, 7.1% Hispanic, and 3.6% African American. In the USA faculty sample, where minorities could not be oversampled, 9.9% of the sample is represented by minority group members, 3.1% Asian or Pacific Islander, 3.5% Hispanic, and 2.1% African American.

Size of institution, academic rank, and gender are all well represented within both samples of CSU faculty and USA faculty. In only two instances is any one category represented by less than a 20% sample, small institutions from the USA sample and Assistant professors from the CSU sample. In the case of small institutions from the USA sample, 17.4% (194) faculty from small schools responded. Since these schools were not oversampled, and since eight schools are included within this category, this percentage accurately represents the faculty from the small schools who agreed to participate. In the case of Assistant professors from the CSU 15.2% (294) responded. An attempt was made to represent Assistant professors in equal proportions to Associate and Full professors; however, the CSU does not contain an equal proportion of Assistant professors. In order to represent Assistant professors in greater proportions it would have been necessary to violate our predetermined sampling strategy by underrepresenting some academic disciplines. Stated another way, some disciplines do not contain many Assistant professors. In order to sample an appropriate number within each discipline it was necessary to sample Associates and fulls after sampling every Assistant professor available.

Finally, examining the distributions across academic discipline, one sees a fairly even distribution, except for notably larger percentages in the social and behavioral sciences. Equal numbers of faculty sampled within each discipline, would lead one to predict a 12.5% representation of each discipline (100/8=12.5%). The percentages in Table 2.1, which are remarkably consistent across samples, probably represent the respective faculty's feelings regarding survey research. Nevertheless, no one discipline appears largely underrepresented.

The distribution of department chairs across the five demographic and institutional characteristics does not, and was not intended to, represent the full range of each characteristic, except for the eight discipline categories and institutional size. Chairs tend to be Full professors, chairs tend to be White, and chairs tend to be male. These characteristics are indicated by the distributions presented in Table 2.1. Within the CSU, where every chair was sampled, 92.6%

were Full professors, 80.5% were males, and close to 89% were White. The corresponding percentages for the USA sample, in which one chair of each gender was sampled within each discipline, are 64.7%, 87.2%, and 95.8% The distribution of department chairs within discipline categories represents the same phenomenon noted for permanent faculty, an overrepresentation of social/behavioral science and an underrepresentation of engineering/computer science, but with no one discipline grossly underrepresented.

The demographic and institutional characteristics of temporary faculty from the CSU are presented in the last column of Table 2.1

Table 2.1

Demographic and Institutional Characteristics of Five Subsamples

Characteristic	CSU Faculty		USA Faculty		CSU Chairs		USA Chairs		CSU Temporary	
	f	%	f	%	f	%	f	%	f	%
Size of Institution										
Large (>20k)	859	43.8	421	37.7	178	44.7	63	28.4	472	66.4
Medium (10k to 20k)	509	26.0	503	45.0	122	30.7	104	46.8	140	19.7
Small (4kto 10k)	593	30.2	194	17.4	98	24.6	55	24.8	99	13.9
Academic Rank										
Full Professors[1]	1121	58.0	363	32.7	365	92.6	141	64.7	47	6.9[2]
Associate Professors	511	26.5	392	35.3	28	7.1	72	33.0	87	12.8
Assistant Professors	294	15.2	347	31.3	0	0.0	5	2.3	211	31.1
All Others	5	.3	7	0.7	1	0.3	0	0.0	334	49.2
Discipline Category										
Humanities	202	10.5	105	9.6	38	9.8	24	10.9	62	8.8
Behavioral/Social Sciences	489	25.3	201	18.3	106	27.5	56	25.5	162	23.2
Arts	136	7.0	118	10.8	34	8.8	24	10.9	61	8.7
Education	203	10.5	130	11.9	28	7.3	25	11.4	63	8.9
Business	198	10.2	116	10.6	39	10.1	22	10.0	90	12.8
Science/Math	326	16.9	196	17.9	55	14.2	34	15.5	101	14.3
Engineering/Computer Science	177	9.2	107	9.8	35	9.1	18	8.2	77	10.9
Professional/Technical	201	10.4	121	11.0	51	13.2	16	7.3	87	12.4
Gender										
Female	700	36.2	483	43.6	77	19.5	28	12.8	358	51.7
Male	1236	63.8	625	56.4	317	80.5	190	87.2	335	48.3
Ethnicity										
African American	70	3.6	24	2.1	7	1.8	3	1.4	58	8.1
American Indian	16	0.8	6	0.5	2	0.5	0	0.0	7	1.0
Asian or Pacific Islander	202	10.3	35	3.1	12	3.0	3	1.4	72	10.1
Hispanic	140	7.1	39	3.5	17	4.3	1	0.5	83	11.7
White (non-Hispanic)	1496	76.2	1007	90.1	354	88.9	213	95.8	477	67.0
All Others	40	2.0	8	0.7	6	1.5	2	0.9	15	2.1
TOTAL[3]	1954		1117		396		220		712	

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[1] Includes Distinguished/Named Professors.

[2] For temporary faculty ranks indicate Lecturer D, Lecturer C, Lecturer B, and lecturer A, with all others.

[3] Frequencies may not sum to total due to non-responses.

III. Findings for Permanent Faculty

Faculty Hours Worked and Allocation of Time to Activities

Faculty were asked to report the average number of hours per week spent on institutionally-related and outside activities. Then they were asked to break down the institutionally-related time into percentages of their time spent for each of a series of activities: e.g., teaching, advising, university service, etc. Finally, they were asked a series of questions to assess their satisfaction with aspects of their faculty job and their desires for the amounts of time they would like to spend performing various activities.

Average Hours Per Week. Table 3.1 contains the results of t-tests comparing CSU permanent faculty and USA faculty responses regarding average hours per week spent on institutionally related and outside activities. The data show that there are no statistically significant differences between the CSU and USA faculty regarding reports of average weekly number of hours spent for all activities for the institution. However, the CSU faculty reported slightly higher mean hours per week than the USA. Both groups indicated that they spend an average of nearly 50 hours for all institutionally-related activities.

Similarly, there is no appreciable difference in the average number of hours reported by both groups on other paid activities (e.g., consulting, working on other jobs, businesses). Both indicated that they spend an average of less than 3 hours per week on outside paid activities.

CSU faculty reported that they spend greater amounts of time than their USA counterparts engaged in unpaid community service activities (2.97 vs. 2.64 hours, respectively). Table 3.2 contains a breakdown of average hours per week for CSU and USA faculty by academic rank. The data in the table show that there is an inverse relationship between rank and hours per week working on activities directly related to the faculty position. That is, the higher the rank, the lower the number of mean hours reported for both the CSU and USA groups. There is also a main effect for the CSU/USA comparison, with CSU across all ranks reporting more hours per week spent on activities relating to their faculty position.

The data in this table also show a statistically significant relationship between number of hours per week spent on other paid activities (consulting, etc.) and rank. Full professors in both CSU and USA groups reported spending less hours on these activities than did Associate professors. However, Assistant professors reported spending less hours than either Full or Associate professors.

Table 3.3 shows a breakdown for these same items by size of institution. There is an interaction effect between CSU versus USA faculty in large (> 20k students), medium (10k-19.9k students), and small (4k-9.9k students) institutions with regard to average number of hours spent on activities related to faculty position. CSU faculty in small and particularly the medium-sized schools reported spending more time than the USA faculty. This relationship was reversed for the larger institutions. That is, CSU faculty from large institutions reported spending less time than did USA faculty in large institutions.

There is a direct relationship between size of institution and number of hours spent for other paid activities. The larger the institution, the greater number of hours spent on such activities for both the CSU and USA faculty.

Percentage Working Hours for Institution. Both groups of respondents were asked to break down their total time spent on institutional activities into the percentage time spent on each of a series of activities. Comparisons of their mean responses broken down by CSU versus USA faculty are reported in Table 3.1. The table shows that CSU faculty spend significantly greater percentages of this time than their USA counterparts on: teaching, instructional supervision and guest lecturing; advising and recruiting; instructional related paperwork and university service. However, the USA faculty spend greater percentages of their time on: research, scholarship, preparing or reviewing articles or books; giving performances or exhibitions in the fine or applied arts; and seeking funding.

Table 3.2 shows the breakdowns of percent time spent working on activities at the institution by academic rank. There is a direct relationship between rank and percentage of time spent on: teaching and instructional supervision, university service and professional development activities. That is, the higher the rank, the greater the percentage of time spent on these activities. With the exception of Assistant professors, the CSU faculty spend more of their time on teaching activities than USA faculty. The table also indicates that CSU faculty across all ranks spend more of their time on advising and recruiting activities and less of their time giving performances or exhibitions in the fine or applied arts.

There are strong inverse relationships between academic rank and percentages of time spent on: instructional paperwork, serving as a mentor or role model for students or colleagues, seeking funding, and pursuing advanced degrees. The higher the academic rank of the respondent, the smaller the percentage of their time is spent on these activities. Additionally, the CSU faculty spend a significantly greater percentage of time on instructional paperwork and research and scholarly activities across ranks. Regarding the latter, there is a strong interaction effect. Within the CSU faculty, the higher the rank, the smaller the percentage of hours spent on research and scholarly activities. That pattern is nearly reversed for the USA faculty: Full professors spend greater percentages of time on these activities when compared to either Associate or Assistant professors.

Table 3.3 contains data that show the breakdown of time spent working on various activities at the institution by institutional size. While there is no significant relationship between size of university and teaching and instructional activities, there are significant differences between the CSU and USA faculty. The CSU faculty at large and medium schools spend more of their time teaching than their USA counterparts, and nearly the same time for small institutions. With regard to advising and recruiting, respondents from the small schools spend considerably more time on this activity than those from larger schools. Regardless of size of institution, the CSU faculty spend significantly more of their time advising and recruiting than the USA faculty.

The relationship between size of institution and instructional paperwork activities is fairly complex- the USA faculty from medium and large schools spend a notably smaller percentage of their time on this activity than the others. In contrast, the percentages vary very little among CSU faculty from universities of different sizes. There is a strong direct effect between size of institution and percentage time spent on research and scholarly activities. However, while CSU and USA faculty spend similar amounts of their time on this activity, the USA faculty from medium and larger institutions spend a great deal more of their time than do their CSU counterparts. Thus, while CSU faculty from large universities report spending an average of 13.5% of their time in this way, USA faculty from large schools spend nearly 21% of their time on research and scholarly activities.

Overall, CSU faculty spend considerably less time performing or giving exhibitions in the fine arts than USA faculty, regardless of the size of institution. There are significant inverse relationships between size and both university and school/department services: faculty at the larger schools tend to spend less of their time engaged in these activities than their smaller school counterparts. Percentages of time spent seeking funding vary significantly with size of institution and by whether respondents were CSU or USA faculty. The faculty from medium and large universities generally report spending more of their time pursuing funding, with CSU faculty generally spending less of their in this fashion. Finally, CSU and USA faculty from medium sized schools and USA faculty from small schools report spending more time serving as mentors or role models for students or colleagues.

Satisfaction with Job at Institution. Respondents were asked to rank their satisfaction on a 4-point scale (1=very satisfied, 2=somewhat satisfied, 3=somewhat dissatisfied, 4=very dissatisfied) for a series of items relating to their jobs at the institution. Factor analysis of their answers indicated that eight of the nine items clearly related to two different underlying dimensions: workload satisfaction and satisfaction with institutional support. Based on this, two scales were constructed (each based on the sum of their respective items) and used for comparisons between groups. The scale for workload satisfaction has an alpha reliability of .77 and the scale for satisfaction for institutional support has an alpha reliability of .79. It should be noted that the higher the score on this scale, the greater the dissatisfaction of the respondent.

As shown in Table 3.1, CSU faculty reports significantly greater levels of dissatisfaction with their workload and institutional workload support ($p. < .001$) than USA faculty. Tables 3.2 and 3.3 show these satisfaction scales broken out by academic rank and size of institution, respectively. When examined by rank, workload satisfaction varies directly by rank: the higher the rank, the greater the workload satisfaction. Again, there were statistically significant differences between CSU and USA faculty on this measure: CSU faculty reported less workload satisfaction than their USA counterparts for each of the three academic ranks.

Regardless of rank, CSU faculty also reported greater levels of dissatisfaction with institutional support for workload. While there was no statistically significant main effect of size on workload satisfaction or satisfaction with institutional support, there was a strong interaction effect for both scales. Faculty from larger CSU institutions reported the highest levels of dissatisfaction with workload within the CSU sample, while the USA faculty from smaller institutions reported the greatest levels of dissatisfaction within the USA sample. Regarding satisfaction with institutional support and size of institution, the faculty from medium-sized schools reported similar levels of dissatisfaction for both the CSU and USA samples. However, the levels of dissatisfaction reported by CSU faculty from large and small-sized universities was much greater than USA faculty from similarly sized schools.

A second question relating to job satisfaction required respondents to indicate whether they want to do more, less, or about the same of selected activities. Table 3.1 contains data showing that CSU faculty differed significantly from USA faculty in wanting to do more research and creative activity, more student advising, and more community service. They also would prefer to do significantly less teaching and administration than the USA faculty.

Tables 3.2 and 3.3 show the results of breaking these responses out by academic rank and size of institution, respectively. Academic rank was unrelated to the items on research and creative activity, teaching, advising students, or administration. However, it is directly related to university service and community service. That is, the higher the academic rank, the greater the desire for less of these types of activities.

Table 3.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time[1]

Average Hours Per Week - Spring 1989 Term	CSU	USA
All Activities for Institution	47.90	47.12
Other Paid Activities	2.66	2.68
Unpaid Community Service Activities	2.97*	2.64

Percentage of Working Hours for Institution	CSU	USA
Teaching, Instructional Supervision, and Guest Lecturing	32.01**	30.13
Advising and Recruiting	8.90***	6.95
Spent on Instructionally Related Paperwork	20.16***	17.12
Research, Scholarship, Preparing or Reviewing Articles or Books, etc.	12.55***	18.43
Giving Performances or Exhibitions in the Fine or Applied Arts	.59***	1.31
University Service	4.47*	3.98
School or Departmental Services	6.82	6.58
Administrative Activities	2.84	2.87
Professional Development Activities	6.17	5.9
Mentor/Role Model for Students and/or Colleagues	1.90	2.23
Seeking Funding	1.81**	2.31
Pursuing an Advanced Degree	.53	.62

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means, and significance levels are derived from t-tests

Table 3.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time[1]

Satisfaction with Job at Institution[2]

	CSU	USA
Satisfaction with Workload	10.79***	9.71
Satisfaction with Institutional Workload Support	12.29***	11.18

Want to do More, About the Same, or Less?[3]

	CSU	USA
Research/Creative Activity	1.23***	1.31
Teaching	2.50***	2.29
Student Advising	2.03*	2.08
University, School, and Departmental Service	2.43	2.41
Community Service	1.92*	1.97
Administration	2.45**	2.37

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means, and significance levels are derived from t-tests

[2] Satisfaction scales derived through factor analysis of responses to Q.7.
Note: The higher the score, the greater the dissatisfaction.

[3] Scale: More = 1, About Same = 2, and Less = 3.

Table 3.2

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

	# Hrs Wk Directly Related to Faculty Pos		# Hrs Wk for Other Paid Activities	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	47.13 (1114)	46.19 (346)	2.67 (1114)	2.82 (346)
Associate Professor	48.03 (512)	46.98 (389)	2.97 (512)	2.84 (389)
Assistant Professor	50.70 (295)	47.82 (337)	2.10 (295)	2.17 (337)
F Values[3]				
Academic Rank	9.12 ***		4.25 *	
CSU/USA	8.24 **		.03	
Interaction	1.30		.18	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors

[3] F Value is derived from analysis of variance.

Table 3.2

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

Paperwork	% Tot Instit Wrk Hrs Teach,Instrct Supvis		% Tot Instit Wrk Hrs Advising/Recruiting		% Tot Instit Wrk Hrs Instructnl	
	CSU	USA	CSU	USA	CSU	USA
Academic Rank						
Full Professor[2]	33.02 (1117)	30.39 (360)	9.18 (1117)	6.61 (360)	19.85 (1117)	15.76 (360)
Associate Professor	31.58 (513)	30.17 (390)	8.86 (513)	7.30 (390)	19.44 (513)	17.31 (390)
Assistant Professor	29.12 (295)	29.73 (345)	7.91 (295)	6.92 (345)	22.36 (295)	18.32 (345)
F Values[3]						
Academic Rank	5.07 **		1.82		7.30 ***	
CSU/USA	4.96 *		42.32 ***		45.63 ***	
Interaction	1.98		2.64		1.64	

	% Tot Instit Wrk Hrs Rrsch,Scholar,Articl		% Tot Instit Wrk Hrs Performance,Exhibitn		% Tot Instit Wrk Hrs University Service	
	CSU	USA	CSU	USA	CSU	USA
Academic Rank						
Full Professor[2]	11.73 (1116)	20.18 (361)	.48 (1116)	1.28 (361)	4.64 (1116)	4.54 (361)
Associate Professor	12.97 (513)	17.36 (390)	.76 (513)	1.05 (390)	4.73 (513)	4.04 (390)
Assistant Professor	15.06 (294)	18.09 (345)	.60 (294)	1.61 (345)	3.29 (294)	3.30 (345)
F Values[3]						
Academic Rank	1.88		1.10		9.36 ***	
CSU/USA	115.57***		20.75***		1.31	
Interaction	9.54***		1.88		.83	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors

[3] F Value is derived from analysis of variance.

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Table 3.2

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

	% Tot Instit Wrk Hrs Prof Dvpmt Activity		% Tot Instit Wrk Hrs Mentor Studn/Colleag	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	6.46 (1117)	5.87 (360)	1.65 (1117)	1.84 (360)
Associate Professor	6.26 (512)	6.16 (390)	2.28 (512)	2.12 (390)
Assistant Professor	5.04 (295)	5.71 (344)	2.20 (295)	2.76 (344)
F Values[3]				
Academic Rank	5.03**		7.21***	
CSU/USA	.24		.88	
Interaction	2.26		1.23	

	% Tot Instit Wrk Hrs Seek Funding		% Tot Instit Wrk Hrs Pursue Adv Degree	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	1.26 (1116)	1.73 (361)	.22 (1116)	.20 (361)
Associate Professor	2.08 (513)	2.16 (389)	.58 (513)	.63 (389)
Assistant Professor	3.53 (295)	3.07 (345)	1.64 (295)	.93 (345)
F Values[3]				
Academic Rank	50.26***		22.98***	
CSU/USA	.58		1.69	
Interaction	2.95		2.86	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors

[3] F Value is derived from analysis of variance.

Table 3.2

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

	Satisfaction with Workload[3]		Satisfaction with Institutional Support[3]	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	10.74 (813)	9.31 (284)	12.31 (813)	10.90 (284)
Associate Professor	11.20 (379)	9.92 (306)	12.32 (379)	11.25 (306)
Assistant Professor	11.43 (219)	10.25 (255)	12.25 (219)	11.49 (255)
F Values[4]				
Academic Rank	16.42***		.96	
CSU/USA	122.94***		81.11***	
Interaction	.36		2.07	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Included Named/Distinguished Professors.

[3] Satisfaction scales derived through factor analysis of responses to Q.7
Note: The higher the score, the greater the dissatisfaction.

[4] F Value is derived from analysis of variance.

Table 3.2

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

	Want More,Same,Less?[3] Resrch/Creatve Actvty		Want More,Same,Less?[3] Teaching		Want More,Same,Less?[3] Advising Students	
	CSU	USA	CSU	USA	CSU	USA
Academic Rank						
Full Professor[2]	1.24 (1091)	1.34 (351)	2.51 (1091)	2.31 (351)	2.01 (1091)	2.10 (351)
Associate Professor	1.25 (500)	1.28 (377)	2.47 (500)	2.28 (377)	2.07 (500)	2.09 (377)
Assistant Professor	1.19 (289)	1.34 (327)	2.48 (289)	2.25 (327)	2.03 (289)	2.05 (327)
F Values[4]						
Academic Rank	.42		1.78		1.22	
CSU/USA	19.91***		74.84***		4.44*	
Interaction	2.46		.19		1.08	

	Want More,Same,Less?[3] Univ,School,Dept Srvc		Want More,Same,Less?[3] Community Service		Want More,Same,Less?[3] Administration	
	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	2.45 (793)	2.43 (231)	1.93 (793)	2.07 (231)	2.44 (793)	2.34 (231)
Associate Professor	2.40 (352)	2.41 (262)	1.94 (352)	1.97 (262)	2.47 (352)	2.35 (262)
Assistant Professor	2.35 (199)	2.32 (220)	1.90 (199)	1.87 (220)	2.44 (199)	2.34 (220)
F Values[4]						
Academic Rank	5.81**		4.00*		.28	
CSU/USA	.20		5.38*		13.78***	
Interaction	.28		3.21*		.04	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Included Named/Distinguished Professors.

[3] Scale: More = 1, About Same = 2 and Less = 3

[4] F Value is derived from analysis of variance.

Table 3.3

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Size of Institution[1]

	# Hrs Per Week Directly Related to Faculty Pos		# Hrs Per Week for Other Paid Activities	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	47.18 (852)	47.99 (401)	2.96 (852)	2.74 (401)
Medium (10k-19.9k)	49.17 (505)	45.91 (493)	2.72 (505)	2.63 (493)
Small (4k-9.9k)	47.87 (589)	47.84 (192)	2.20 (589)	2.52 (192)
F Values[2]				
Size	.23		3.31*	
CSU/USA	3.21		.07	
Interaction	6.95***		.52	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.3

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Size of Institution[1]

	% Tot Instit Wrk Hrs Teach,Instrct Supvis		% Tot Instit Wrk Hrs Advising/Recruiting		% Tot Instit Wrk Hrs Instructnl Paperwrk	
	CSU	USA	CSU	USA	CSU	USA
Size of Institution						
Large (>20k)	31.59 (854)	28.96 (417)	8.72 (854)	6.90 (417)	19.13 (854)	16.03 (417)
Medium (10k-19.9k)	32.78 (506)	30.36 (498)	8.61 (506)	6.76 (498)	21.22 (506)	16.56 (498)
Small (4k-9.9k)	31.88 (590)	32.14 (194)	9.44 (590)	7.55 (194)	20.76 (590)	20.93 (194)
F Values[2]						
Size	1.77		3.17*		9.08***	
CSU/USA	9.40**		44.43***		36.18***	
Interaction	1.68		.01		6.52**	

	% Tot Instit Wrk Hrs Rrsch,Scholar,Articl		% Tot Instit Wrk Hrs Performnce,Exhibitn	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	13.50 (852)	20.93 (417)	.67 (852)	1.03 (417)
Medium (10k-19.9k)	11.79 (506)	18.96 (499)	.53 (506)	1.34 (499)
Small (4k-9.9k)	11.82 (590)	11.65 (194)	.52 (590)	1.81 (194)
F Values[2]				
Size	18.05***		.20	
CSU/USA	119.89***		23.58***	
Interaction	17.46***		2.87	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.3

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Size of Institution[1]

	% Tot Instit Wrk Hrs University Service		% Tot Instit Wrk Hrs School/Dept Servce	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	3.71 (852)	3.53 (417)	7.14 (854)	6.19 (416)
Medium (10k-19.9k)	4.04 (506)	4.22 (499)	6.96 (505)	7.01 (499)
Small (4k-9.9k)	5.96 (590)	4.32 (194)	6.26 (590)	6.38 (193)
F Values[2]				
Size	23.82***		3.04*	
CSU/USA	2.40		1.87	
Interaction	4.45*		1.97	

	% Tot Instit Wrk Hrs Mentor Studn/Colleag		% Tot Instit Wrk Hrs Seek Funding	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	1.82 (854)	1.72 (416)	1.97 (853)	2.84 (417)
Medium (10k-19.9k)	2.24 (505)	2.54 (499)	2.08 (506)	2.27 (499)
Small (4k-9.9k)	1.74 (590)	2.52 (193)	1.35 (590)	1.25 (193)
F Values[2]				
Size	4.49*		13.84***	
CSU/USA	1.97		7.71**	
Interaction	2.00		3.64*	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.3

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Size of Institution[1]

	Satisfaction with Workload[3]		Satisfaction with Institutional Support[3]	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	11.24 (628)	9.53 (317)	12.41 (628)	10.79 (317)
Medium (10k-19.9k)	10.71 (363)	9.91 (397)	11.97 (363)	11.59 (397)
Small (4k-9.9k)	10.77 (436)	10.17 (143)	12.37 (436)	10.98 (143)
F Values[2]				
Size	.92		.34	
CSU/USA	91.52***		78.94***	
Interaction	8.58***		10.52***	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

[3] Satisfaction scales derived through factor analysis of responses to Q.7

Note: The higher the score, the greater the dissatisfaction.

Table 3.3

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Size of Institution[1]

	Want More,Same,Less?[3] Resrch/Creatve Actvty		Want More,Same,Less?[3] Teaching		Want More,Same,Less? Advising Students	
	CSU	USA	CSU	USA	CSU	USA
Size of Institution						
Large (>20k)	1.22 (829)	1.31 (400)	2.50 (829)	2.25 (400)	1.99 (829)	2.07 (400)
Medium (10k-19.9k)	1.24 (492)	1.31 (479)	2.52 (492)	2.30 (479)	2.02 (492)	2.11 (479)
Small (4k-9.9k)	1.24 (584)	1.35 (190)	2.48 (584)	2.30 (190)	2.10 (584)	2.04 (190)
F Values[2]						
Size	.78		1.20		5.00**	
CSU/USA	18.30***		93.43***		6.41*	
Interaction	3.63		.76		4.38*	

	Want More,Same,Less?[3] Univ,School,Dept Srvc		Want More,Same,Less?[3] Community Service	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	2.44 (829)	2.39 (400)	1.88 (829)	1.98 (400)
Medium (10k-19.9k)	2.37 (492)	2.42 (479)	1.89 (492)	1.98 (479)
Small (4k-9.9k)	2.45 (584)	2.31 (190)	2.02 (584)	1.96 (190)
F Values[2]				
Size	.46		5.65**	
CSU/USA	1.14		4.73*	
Interaction	3.65*		2.70	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

[3] Scale: More=1, About Same=2 and Less=3.

Faculty Research, Creative, and Professional Activities

Table 3.4 contains the breakdown of faculty research, creative, and professional activities across fourteen categories for the 1988/89 academic year and the two previous academic years, 1986/87 & 1987/88 combined. The tabled numbers represent the mean number of activities. Levels of significance are derived from t-tests. (Appendix A, question 5, contains the exact wording of this question and activity descriptions.)

As shown in Table 3.4, USA faculty produced significantly more articles and creative work published in refereed professional journals for the 1988/89 and 1986/87-87/88 periods. CSU faculty produced significantly more research or technical reports disseminated internally or to clients. CSU faculty also produced significantly more computer software products during the 1988/89 period. Finally, USA faculty produced significantly more presentations at conferences and workshops during the 1986/87-87/88 and significantly more non-juried exhibitions or performances in the fine or applied arts during the 1988/89 period.

Table 3.5 presents the breakdown of faculty research and creative activity within the CSU and USA samples across academic rank. Only those analyses which demonstrated a significant effect of academic rank, CSU/USA grouping, or the interaction of these two factors are included. As shown in Table 3.5 significant effects of academic rank, CSU/USA grouping and a significant interaction is shown for published articles and creative work in refereed professional journals for both the 1988/89 and the 1986/87-87/88 time periods. These findings may be interpreted as follows. In each category of academic rank the USA faculty produce more. This creates the significant effect across the CSU/USA division. As academic rank increases faculty overall tend to produce more, creating the significant effect of rank. When examining the effect of rank within the CSU/USA groups, USA faculty produce more as they increase in rank, thus reproducing the overall effect of rank. With the CSU faculty however, the number of articles or creative work increases only from the Assistant to Associate professor level, from .94 to 1.09 for the 1988/89 period. When examining the Full professors one sees a drop, rather than an increase, to .76, the lowest mean in any cell of this group. This creates the significant interaction shown in Table 3.5. The same pattern is shown for the 1986/87-87/88 time period, except that the drop for Full professors is not to a level below that of Assistant professors.

The pattern for non-refereed articles or creative work in the 1986/87-87/88 time period shows only a main effect of academic rank. In this analysis the Associate professors tend to produce slightly more than the Full professors and the Assistant professors produce less than either of above groups. This pattern exists within both the CSU and USA samples.

The pattern for internally disseminated research reports also shows a significant effect of rank for 1988/89, and a significant effect of CSU/USA grouping for the 1986/87-87/88 time period. In all cases the CSU faculty produce more, though this effect is not statistically significant for the 1988/89 time period. As faculty increase in rank they tend to produce more, but these effects are only significant for the 1986/87-87/88 time period.

The results in Table 3.5 show that as faculty increase in rank they tend to produce significantly more monographs (1986/87-87/88). The results also indicate that faculty at the Associate professor level tend to publish more articles in the popular media (1986/87-87/88) than Full professors, who rank second, and Assistant professors who rank third. Similarly, Associate professors give more juried exhibitions or performances in the fine or applied arts than Assistant or Full professors.

The pattern for textbooks for both time periods shows Assistant professors from both the CSU and USA samples as very low producers (about .02). Overall, Full professors tend to produce more, but these patterns are not totally clear. While there is a significant main effect of rank and no significant effect of CSU/USA grouping, the differences between Associate and Full professors in the CSU and USA samples produce a significant interaction effect for both time periods. In the CSU sample the Associate and Full professors produce textbooks at about the same rate. In the USA sample the Full professors produce textbooks at a much higher rate than the Associate professors. This produces the significant interaction effects shown in Table 3.5.

Table 3.6 presents the comparison of CSU and USA faculty controlling for size of institution. The most notable finding seems to be that faculty from smaller institutions produce less in most categories. This finding is significant for published articles and creative work for both time periods, for book chapters in 1988/89, and for presentations at conferences and workshops for both time periods. The findings for published articles and creative work also show a significant effect of CSU/USA and a significant interaction. As has been indicated before, faculty from the CSU produce less;

however, the USA faculty from medium-size schools are more similar to those from large schools than the CSU faculty from medium-sized schools are to their large school comparison. This produces the significant interaction effect for both time periods.

There is one other significant interaction shown in Table 3.6. The production of book chapters in small and medium-sized schools is almost exactly opposite for CSU and USA schools. In the CSU those from small schools produce more than those from medium-sized schools. In the USA, those from medium-sized schools produce more than those from small schools. This produces the significant interaction effect.

Finally, the findings in Table 3.6 mirror those shown in Table 3.4. CSU faculty generally produce less, except with regards to internal technical/research reports, where the CSU faculty produce more at both time periods. This finding of lower productivity by the CSU faculty is significant for published articles/creative work, and for non-juried exhibitions/performances for both time periods.

Table 3.4

CSU Faculty vs. USA Faculty[1]:

Research, Creative, and Professional Activities

	Academic Year			
	1988/89		1986/87 & 1987/88	
Faculty Activity	USA	CSU	USA	CSU
Articles/Creative Work (Refereed)	1.28	.88***	2.07	1.44***
Articles/Creative Work (Non-refereed)	.54	.45	.78	.74
Articles/Creative Work (Popular Media)	.60	.39	.77	.66
Published Reviews	.51	.41	.74	.59
Chapters in Edited Volumns	.23	.22	.31	.29
Textbooks	.07	.07	.07	.10
Other Books	.08	.09	.09	.09
Monographs	.09	.10	.09	.12
Research/Technical Reports (Internal)	.57	.78**	.82	1.34***
Presentations	2.32	2.16	4.07	3.59*
Juried Exhibitions/ Performances	.34	.52	.43	.27
Non-juried Exhibitions/ Performances	.42	.25*	.75	.42*
Patents or Copyrights	.05	.06	.05	.06
Computer Software Products	.07	.13*	.09	.14

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* $p < .05$ ** $p < .01$ *** $p < .001$

[1] All values are expressed as means, and significance levels derived from t-tests.

Table 3.5

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Academic Rank[1]

	Published Articles/Creative Work					
	(Refereed)				(Non-refereed)	
	1988/89		1986/87 & 1987/88		1986/87 & 1987/88	
Academic Rank	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	.76	1.43	1.43	2.50	.79	.84
	(903)	(333)	(903)	(333)	(903)	(333)
Associate Professor	1.09	1.27	1.53	2.15	.81	.93
	(452)	(351)	(452)	(351)	(452)	(351)
Assistant Professor	.94	1.07	1.30	1.45	.51	.59
	(276)	(309)	(276)	(309)	(276)	(309)
F Values[3]						
Academic Rank	3.5*		7.1**		3.7*	
CSU/USA	32.5***		34.5***		.7	
Interaction	7.5**		4.9**		.1	

	Reports				Monographs	
	1988/89		1986/87 & 1987/88		1986/87 & 1987/88	
Academic Rank	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	.93	.61	1.58	.86	.13	.16
	(903)	(332)	(903)	(332)	(903)	(332)
Associate Professor	.56	.55	1.12	.81	.12	.06
	(453)	(349)	(453)	(349)	(453)	(349)
Assistant Professor	.70	.52	1.01	.80	.07	.04
	(276)	(311)	(276)	(311)	(276)	(311)
F Values[3]						
Academic Rank	3.6*		1.9		3.2*	
CSU/USA	.4		6.5*		.5	
Interaction	1.7		.7		1.6	

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* p. < .05 ** p. < 01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. Includes Named/Distinguished Professors
3. F values derived from analysis of variance.

Table 3.5

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Academic Rank[1]

Academic Rank	Presentations 1988/89		Juried Exhibitions/Performances 1986/87 & 1987/88		Articles in Popular Media 1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	1.80 (903)	2.35 (332)	.16 (903)	.39 (334)	.64 (903)	.63 (333)
Associate Professor	2.57 (453)	2.20 (349)	.51 (453)	.55 (349)	.93 (453)	1.01 (351)
Assistant Professor	2.69 (276)	2.35 (311)	.24 (276)	.35 (312)	.25 (276)	.57 (312)
F Values[3]						
Academic Rank	6.0**		3.5*		4.3*	
CSU/USA	.1		1.7		.5	
Interaction	4.3*		.3		.4	

Academic Rank	Textbooks 1988/89		1986/87 & 1987/88		Published Reviews 1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	.08 (907)	.13 (342)	.11 (907)	.12 (342)	.66 (907)	1.09 (342)
Associate Professor	.09 (453)	.06 (351)	.11 (453)	.05 (351)	.59 (453)	.64 (351)
Assistant Professor	.02 (276)	.03 (311)	.02 (276)	.02 (311)	.41 (276)	.48 (312)
F Values[3]						
Academic Rank	11.0***		7.6***			5.5**
CSU/USA	.5		.4			4.9*
Interaction	3.5*		4.0***			1.8

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* p. < .05 ** p. < 01 *** p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors

[3] F values derived from analysis of variance.

Table 3.5

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Academic Rank[1]

Academic Rank	Other Books 1988/89		Other Books 1986/87 & 1987/88		Publications 1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	.11	.14	.11	.16	1.44	2.58
	(907)	(342)	(907)	(342)	(909)	(345)
Associate Professor	.09	.05	.06	.09	1.53	2.15
	(453)	(351)	(453)	(351)	(452)	(351)
Assistant Professor	.03	.06	.06	.01	1.30	1.44
	(276)	(311)	(276)	(311)	(276)	(310)
F Values[3]						
Academic Rank	5.7**		11.8***		7.9***	
CSU/USA	.1		1.3		37.5***	
Interaction	1.6		3.0*		5.8**	

Academic Rank	Non-Refereed Publications 1986/87 & 1987/88	
	CSU	USA
Full Professor[2]	.78	.83
	(909)	(345)
Associate Professor	.78	.83
	(452)	(351)
Assistant Professor	.51	.58
	(276)	(310)
F Values[3]		
Academic Rank	3.7*	
University Group	.7	
Interaction	.1	

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* p. < .05 ** p. < 01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. Includes Named/Distinguished Professors
3. F values derived from analysis of variance.

Table 3.6

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Size of Institution[1]

Size of Institution	Published Articles/Creative Work (Refereed) 1988/89		Published Articles/Creative Work (Refereed) 1986/87 & 1987/88		Book Chapters 1988/89	
	CSU	USA	CSU	USA	CSU	USA
Large (>20k)	1.08	1.39	1.75	2.29	.28	.27
	(744)	(390)	(744)	(390)	(744)	(392)
Medium (10k - 19.9k)	.73	1.37	1.14	2.14	.12	.25
	(436)	(456)	(436)	(456)	(437)	(458)
Small (4k to 9.9k)	.73	.81	1.22	1.36	.24	.11
	(476)	(171)	(476)	(172)	(172)	(476)
F Values[2]						
Size of Inst.	13.1***		11.1***		3.4*	
CSU/USA	34.8***		29.7***		.1	
Interaction	5.4**		3.9*		4.2*	

Size of Institution	Presentations at Conferences/Workshops 1988/89		Presentations at Conferences/Workshops 1986/87 & 1987/88		Research Reports (Internal) 1988/89	
	CSU	USA	CSU	USA		
Large (>20k)	2.23	2.67	3.88	4.67	.85	.54
	(744)	(391)	(744)	(391)	(744)	(392)
Medium (10k - 19.9k)	2.50	2.32	3.68	3.94	.73	.63
	(437)	(457)	(437)	(457)	(437)	(458)
Small (4k to 9.9k)	1.74	1.53	3.05	3.02	.71	.43
	(476)	(172)	(476)	(172)	(476)	(172)
F Values[2]						
Size of Inst.	8.8***		6.8***		.7	
CSU/USA	.3		3.1		5.7*	
Interaction	2.2		.9		.5	

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* p. < .05 ** p. < 01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.

2. F values derived from analysis of variance.

Table 3.6

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Size of Institution[1]

Size of Institution	Non-juried Exhibitions/Performances				Research Reports (Internal)	
	1988/89		1986/87 & 1987/88		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA
Large (>20k)	.20	.49	.37	.81	1.40	.80
	(744)	(393)	(744)	(392)	(744)	(391)
Medium (10k - 19.9k)	.38	.34	.48	.60	1.5	.89
	(437)	(458)	(437)	(456)	(437)	(458)
Small (4k to 9.9k)	.22	.49	.44	1.01	1.08	.66
	(476)	(172)	(476)	(172)	(172)	(476)
F Values[2]						
Size of Inst.	.1		.2		1.4	
CSU/USA	3.7*		5.5*		10.7***	
Interaction	1.7		.7		.1	

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* p. < .05 ** p. < 01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. F values derived from analysis of variance.

Faculty Teaching Loads and Teaching Activities

Table 3.7 contains the breakdown of faculty teaching loads and teaching-related activities. This analysis presents faculty working at institutions on the semester and quarter systems separately, thus allowing for differences in system-based teaching assignments (e.g., number of units per course, number of courses per term). The information reflects workload by activities related to courses (i.e., number, units, enrollment, preparations); student contact (i.e., individualized instruction, committees, office hours); and administrative committee work (i.e., departmental, school, and university).

As shown in Table 3.7, CSU faculty teach significantly more courses, students, and number of units; prepare more courses; and meet more hours per week than the USA faculty on both the semester and quarter systems.[1] The number of students and the amount of time spent on individualized instruction does not differ between the CSU and USA faculties. Significant differences do exist, however, in areas concerning upper division students. In this regard, the CSU faculty see more students and spend more time. With respect to serving on thesis (both graduate and undergraduate) and exam committees, the USA faculty exhibit more activity in this area than do CSU faculty on the semester system. There are no significant differences for those on the quarter system. In general, CSU faculty serve more on departmental committees than do USA faculty. There are no clear patterns of difference between CSU and USA faculties with respect to school and university committees. Lastly, the USA faculty report a greater number of required and available office hours for students.

Table 3.8 presents the breakdown of faculty teaching loads and teaching activities across academic rank. These results indicate that differences between the CSU and USA faculties with regard to number of courses, number of students, number of units, and number of meeting hours per week are independent of academic rank. That is, differences in teaching loads between CSU and USA faculties exist across all academic ranks. When significant differences exist by academic rank, or for the interaction of academic rank and CSU/USA grouping, the pattern indicates that, as academic rank increases, both the number of students and amount of time spent in individualized instruction increase. This pattern appears in the area of serving on thesis committees for graduate students, but not for undergraduate students or on exam committees. Administrative committee work again demonstrates the relationship between academic rank and workload. Where academic rank is significant, increased academic rank reflects increased administrative committee work. There are no significant effects of academic rank on office hours.

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[1] Tabled numbers represent the mean number of the category (e.g., course, units). Significance levels are derived from t-tests. The Faculty Questionnaire is include in Appendix A. Questions 10 through 16 contain the exact wording of the questions that produced the reported data.

Table 3.9 presents the breakdown of faculty teaching loads and teaching activities across size of institution. Size of institution is related inversely to the number of courses, number of meeting hours per week, and number of units. The smaller the institution, the larger the workload assignments. There are no systematic patterns for size of institution effects on number of students, individualized instruction, or thesis or exam committees. The pattern for administrative departmental committees indicates that, as size of institution increases, departmental committee assignments increase. While there are no significant effects of size of institution on school-based committees, the pattern for university-based committee assignments indicates that, as size of institution decreases, committee work increases. The number of required and available office hours for students also increases as size of the institution decreases.

Table 3.7

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities[1]

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Number of Courses				
Fall	3.23***	2.73	2.59***	2.13
Winter	-	-	2.47***	2.06
Spring	3.01***	2.43	2.21**	1.96
Number of Students				
Fall	91.92***	82.72	79.00	65.61
Winter	-	-	68.53	65.11
Spring	83.44***	66.70	60.88	57.11
Number of Meeting Hours Per Week				
Fall	11.00***	9.36	11.06*	9.69
Winter	-	-	10.41*	9.02
Spring	10.31***	8.28	9.42	9.27
Number of Units				
Fall	9.14***	7.65	9.60***	7.96
Winter	-	-	9.15***	7.49
Spring	8.57***	6.75	8.24*	7.41
Number of Different Preparations				
Fall	2.74***	2.48	2.38**	2.13
Winter	-	-	2.37**	2.13
Spring	2.67***	2.43	2.25***	1.96
Number of New Preparations				
Fall	1.47**	1.31	1.47	1.30
Winter	-	-	1.35	1.18
Spring	1.34**	1.20	1.28	1.13
Number of Lower Division Students Receiving Individualized Instruction	2.68	3.14	3.29	2.96
Number of Hours of Individualized Instruction/Lower Division Students	1.39	1.65	1.82	1.81
Number of Upper Division Students Receiving Individualized Instruction	4.17	3.61	4.23**	2.81
Number of Hours of Individualized Instruction/Upper Division Students	3.04*	2.42	3.24*	2.16
Number of Graduate Students Receiving Individualized Instruction	2.37	2.21	2.01	1.72
Number of Hours Individualized Instruction/Graduate Students	2.31	2.47	2.44	2.09
Number of Graduate Thesis Committees Served as Member	1.52***	1.97	1.15	1.66

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means, and significance levels are derived from t-tests.

Table 3.7

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities[1]

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Number of Graduate Thesis Committees Chaired				
	1.01	1.19	.86	1.04
Number of Undergraduate Thesis Committees Served as Member				
	.21**	.60	.50	.52
Number of Undergraduate Thesis Committees Chaired				
	.21**	.42	.59	.38
Number of Comprehensive Exams/Orals Committees Served as Member				
	.76***	1.54	.98	1.36
Number of Comprehensive Exams/Orals Committees Chaired				
	.34***	.72	.36	.72
Department Committees				
Fall	2.12	2.09	2.11*	1.81
Winter	-	-	2.11*	1.75
Spring	2.09**	1.90	2.12*	1.74
School Committees				
Fall	.79**	.93	.89	.78
Winter	-	-	.91**	.65
Spring	.78	.86	.94	.79
University Committees				
Fall	.95**	1.09	.96	.82
Winter	-	-	.96	.76
Spring	.96	1.02	.99	.83
Number of Office Hours Required Per Week				
	4.5***	5.15	4.63***	5.81
Number of Additional Office Hours Available to Students				
	8.25***	10.44	8.57**	10.41

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*p.<.05 **p.<.01 ***p.<.001

[1] All Values are expressed as means, and significance levels are derived from t-tests.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Courses

Fall

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	3.26 (780)	2.71 (306)	2.55 (281)	2.02 (43)
Associate Professor	3.11 (349)	2.73 (337)	2.56 (151)	2.31 (35)
Assistant Professor	3.29 (193)	2.74 (294)	2.79 (98)	2.05 (41)
F Values[3]				
Academic Rank	.911		1.05	
CSU/USA	69.740***		19.21***	
Interaction	.855		1.41	

Winter

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	-	-	2.42 (281)	1.95 (43)
Associate Professor	-	-	2.50 (151)	2.31 (35)
Assistant Professor	-	-	2.59 (98)	1.98 (44)
F Values[3]				
Academic Rank			1.03	
CSU/USA			13.33***	
Interaction			1.02	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Courses			
	Spring			
	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	3.02 (780)	2.42 (306)	2.11 (281)	2.02 (43)
Associate Professor	3.05 (349)	2.43 (337)	2.33 (151)	2.04 (35)
Assistant Professor	2.91 (193)	2.41 (294)	2.32 (98)	2.05 (44)
F Values[3]				
Academic Rank	.403		2.28	
CSU/USA	95.164***		6.01***	
Interaction	.327		1.31	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Students

Fall

Academic Rank	Semester System		Quarter System	
	CSU	USA	CSU	USA
Full Professor[2]	93.78 (751)	89.39 (294)	76.07 (273)	59.40 (40)
Associate Professor	89.22 (337)	76.76 (325)	81.63 (148)	75.54 (35)
Assistant Professor	91.92 (185)	82.66 (289)	80.03 (95)	62.37 (43)
F Values[3]				
Academic Rank	3.06*		.77	
CSU/USA	8.74**		4.31*	
Interaction	.81		.29	

Winter

Academic Rank	Semester System		Quarter System	
	CSU	USA	CSU	USA
Full Professor[2]	-	-	66.04 (273)	56.40 (40)
Associate Professor	-	-	68.70 (148)	84.97 (35)
Assistant Professor	-	-	74.36 (95)	61.51 (43)
F Values[3]				
Academic Rank			1.24	
CSU/USA			.25	
Interaction			1.55	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

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Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Students			
	Spring			
	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	84.52 (751)	70.86 (294)	59.05 (273)	51.480 (40)
Associate Professor	84.10 (337)	63.46 (325)	61.21 (148)	76.29 (35)
Assistant Professor	79.22 (185)	67.61 (289)	62.23 (95)	50.44 (43)
F Values[3]				
Academic Rank	.841		.852	
CSU/USA	33.16***		.140	
Interaction	.953		2.28	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Meeting Hours Per Week

Fall

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	10.98 (721)	9.27 (285)	10.92 (262)	9.33 (39)
Associate Professor	10.91 (326)	9.28 (312)	10.90 (146)	10.06 (32)
Assistant Professor	11.13 (180)	9.32 (282)	11.25 (91)	9.70 (40)
F Values[3]				
Academic Rank	.051		.125	
CSU/USA	36.578***		5.103***	
Interaction	.028		1.09	

Winter

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	-	-	10.27 (262)	8.79 (39)
Associate Professor	-	-	10.77 (146)	9.75 (32)
Assistant Professor	-	-	10.35 (91)	9.35 (40)
F Values[3]				
Academic Rank			.55	
CSU/USA			3.77*	
Interaction			.068	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Meeting Hours Per Week

Spring

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	10.31 (721)	8.40 (285)	9.31 (262)	9.23 (38)
Associate Professor	10.56 (326)	8.18 (312)	9.92 (146)	10.00 (32)
Assistant Professor	9.89 (180)	8.20 (282)	8.92 (91)	9.25 (40)
F Values[3]				
Academic Rank	.31		1.18	
CSU/USA	48.08***		.03	
Interaction	.43		.04	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Units

Fall

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	9.15 (719)	7.68 (260)	9.21 (254)	7.94 (34)
Associate Professor	8.98 (311)	7.40 (309)	9.82 (138)	7.59 (29)
Assistant Professor	9.41 (179)	7.83 (269)	10.49 (88)	8.13 (40)
F Values[3]				
Academic Rank	1.64		2.74	
CSU/USA	74.23***		16.48***	
Interaction	.04		.56	

Winter

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	-	-	8.74 (259)	7.12 (34)
Associate Professor	-	-	9.60 (138)	7.86 (29)
Assistant Professor	-	-	9.82 (88)	7.75 (40)
F Values[3]				
Academic Rank			3.50*	
CSU/USA			15.69***	
Interaction			.09	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Units			
	Spring			
	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	8.65 (719)	6.78 (260)	7.86 (259)	7.62 (34)
Associate Professor	8.75 (311)	6.67 (309)	8.88 (138)	7.31 (29)
Assistant Professor	8.20 (179)	6.79 (269)	8.68 (88)	7.75 (40)
F Values[3]				
Academic Rank	.381		2.63	
CSU/USA	101.02***		3.71*	
Interaction	.96		.73	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Lower Division Students Receiving Individualized Instruction

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	2.85 (774)	2.33 (264)	3.03 (274)	2.41 (37)
Associate Professor	2.36 (345)	2.65 (310)	3.15 (150)	5.03 (31)
Assistant Professor	1.96 (188)	2.97 (274)	3.85 (47)	1.67 (39)

F Values[3]	Semester System	Quarter System
Academic Rank	.27	.29
CSU/USA	.15	.20
Interaction	1.79	1.85

Number of Hours of Individualized Instruction/Lower Division Students

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	1.46 (774)	1.52 (264)	1.71 (274)	2.19 (37)
Associate Professor	1.35 (345)	1.43 (310)	1.59 (150)	2.32 (31)
Assistant Professor	1.23 (188)	2.04 (274)	2.41 (97)	1.03 (39)

F Values[3]	Semester System	Quarter System
Academic Rank	.79	.19
CSU/USA	1.86	.01
Interaction	1.59	1.79

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Upper Division Students Receiving Individualized Instruction

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	3.92	3.49	4.71	3.03
	(774)	(264)	(274)	(37)
Associate Professor	4.61	2.71	3.59	2.48
	(345)	(310)	(150)	(31)
Assistant Professor	4.56	3.46	3.65	2.95
	(188)	(274)	(97)	(39)

F Values[3]

	Semester System	Quarter System
Academic Rank	.79	1.85
CSU/USA	1.86	3.09
Interaction	1.59	.19

Number of Hours of Individualized Instruction/Upper Division Students

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	2.94	2.69	3.88	2.14
	(774)	(264)	(274)	(37)
Associate Professor	3.94	2.31	2.25	2.65
	(345)	(310)	(150)	(31)
Assistant Professor	2.32	2.24	2.71	1.85
	(188)	(274)	(97)	(39)

F Values[3]

	Semester System	Quarter System
Academic Rank	.65	3.13*
CSU/USA	11.47***	1.71
Interaction	1.94	.92

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Graduate Students Receiving Individualized Instruction

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	2.37 (774)	2.68 (265)	2.36 (274)	1.49 (37)
Associate Professor	2.33 (346)	2.16 (310)	1.49 (150)	3.00 (31)
Assistant Professor	2.56 (189)	1.50 (274)	1.78 (97)	.97 (39)
F Values[2]				
Academic Rank	1.87		.82	
CSU/USA	.96		.06	
Interaction	4.03**		1.52	

Number of Hours of Individualized Instruction/Graduate Students

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	2.34 (774)	3.52 (265)	3.52 (274)	1.57 (37)
Associate Professor	2.40 (346)	2.04 (310)	1.25 (150)	4.13 (31)
Assistant Professor	2.11 (189)	1.89 (274)	1.23 (97)	1.03 (38)
F Values[3]				
Academic Rank	3.84*		4.09*	
CSU/USA	1.87		.01	
Interaction	4.98**		2.67	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Graduate Thesis Committees Served as Member

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	1.51 (764)	2.17 (275)	1.34 (272)	1.25 (36)
Associate Professor	1.65 (341)	2.06 (291)	1.11 (148)	2.23 (26)
Assistant Professor	1.34 (186)	1.50 (237)	.71 (98)	1.18 (33)

F Values[3]		
Academic Rank	4.54**	2.03
CSU/USA	15.35***	2.08
Interaction	1.39	1.25

Number of Graduate Thesis Committees Chaired

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	1.13 (764)	1.33 (275)	.95 (272)	.94 (36)
Associate Professor	.93 (341)	1.34 (291)	1.00 (148)	1.00 (26)
Assistant Professor	.76 (186)	.80 (237)	.41 (98)	.94 (33)

F Values[3]		
Academic Rank	6.35**	1.68
CSU/USA	5.19**	.36
Interaction	.94	.39

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Undergraduate Thesis Committees Served as Member

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	.27 (764)	.45 (275)	.69 (272)	.17 (36)
Associate Professor	.13 (341)	.80 (291)	.34 (148)	.31 (26)
Assistant Professor	.12 (186)	.48 (237)	.23 (98)	.82 (33)

F Values[3]	Semester System	Quarter System
Academic Rank	.37	.88
CSU/USA	8.10**	.02
Interaction	1.19	1.29

Number of Undergraduate Thesis Committees Chaired

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	.28 (764)	.40 (275)	.72 (272)	.25 (36)
Associate Professor	.12 (341)	.38 (291)	.51 (148)	.23 (26)
Assistant Professor	.11 (186)	3.46 (237)	.36 (98)	.36 (33)

F Values[3]	Semester System	Quarter System
Academic Rank	1.18	.64
CSU/USA	10.62***	.89
Interaction	.93	.25

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Comprehensive Exams/Orals Served as Member

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	.74 (762)	1.80 (272)	1.01 (272)	1.06 (36)
Associate Professor	.79 (341)	1.54 (290)	1.30 (148)	2.15 (26)
Assistant Professor	.87 (185)	1.21 (233)	.47 (97)	.87 (31)
F Values[3]				
Academic Rank	.53		2.35	
CSU/USA	28.78***		.92	
Interaction	1.77		.35	

Number of Comprehensive Exams/Orals Chaired

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	.38 (762)	.74 (272)	.48 (272)	.78 (36)
Associate Professor	.26 (341)	.80 (290)	.40 (148)	.96 (26)
Assistant Professor	.29 (185)	.53 (233)	.01 (97)	.23 (31)
F Values[3]				
Academic Rank	.83		2.82	
CSU/USA	14.29***		2.32	
Interaction	.64		.19	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Department Committees Served - Fall Term

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	2.12 (760)	2.10 (272)	2.20 (272)	1.81 (36)
Associate Professor	2.23 (341)	2.16 (290)	2.03 (148)	2.31 (26)
Assistant Professor	2.02 (185)	2.00 (233)	1.87 (98)	1.55 (31)

F Values[3]	Semester System	Quarter System
Academic Rank	2.02	2.20
CSU/USA	.29	1.05
Interaction	.07	1.36

Number of Department Committees Served - Winter Term

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	-	-	2.17 (272)	1.69 (36)
Associate Professor	-	-	2.07 (148)	2.42 (26)
Assistant Professor	-	-	1.84 (97)	1.45 (31)

F Values[3]	Semester System	Quarter System
Academic Rank	-	2.55
CSU/USA	-	1.43
Interaction	-	2.02

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Department Committees Served - Spring Term

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	2.06 (774)	2.05 (304)	2.23 (280)	1.63 (41)
Associate Professor	2.27 (348)	1.86 (332)	2.07 (151)	1.97 (34)
Assistant Professor	1.99 (191)	1.83 (289)	1.94 (97)	1.66 (41)

F Values[3]	Semester System	Quarter System
Academic Rank	1.38	1.14
CSU/USA	7.14**	4.70*
Interaction	3.25*	.84

Number of School Committees Served - Fall Term

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	.80 (774)	1.03 (304)	.89 (280)	.93 (41)
Associate Professor	.90 (348)	.96 (332)	1.07 (151)	.85 (34)
Assistant Professor	.65 (191)	.80 (289)	.68 (97)	.61 (41)

F Values[3]	Semester System	Quarter System
Academic Rank	5.33**	5.23**
CSU/USA	9.67**	.50
Interaction	1.17	.52

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of School Committees Served - Winter Term

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	-	-	.95 (280)	.71 (41)
Associate Professor	-	-	1.03 (151)	.74 (34)
Assistant Professor	-	-	.67 (97)	.54 (41)

F Values[3]

	Semester System	Quarter System
Academic Rank	-	4.28*
CSU/USA	-	4.56*
Interaction	-	.19

Number of School Committees Served - Spring Term

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	.79 (774)	.96 (304)	.96 (280)	.83 (41)
Associate Professor	.91 (348)	.89 (332)	1.06 (151)	.86 (35)
Assistant Professor	.64 (191)	.76 (289)	.75 (97)	.71 (41)

F Values[3]

	Semester System	Quarter System
Academic Rank	4.36**	2.63
CSU/USA	3.56*	1.35
Interaction	1.41	.16

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of University Committees Served - Fall Term

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	.97 (774)	1.33 (304)	.96 (280)	.80 (41)
Associate Professor	1.11 (348)	1.14 (332)	1.17 (151)	.83 (35)
Assistant Professor	.61 (191)	.81 (289)	.70 (97)	.83 (41)

F Values[3]	Semester System	Quarter System
Academic Rank	15.78***	2.85
CSU/USA	11.83***	.85
Interaction	2.63	.94

Number of University Committees Served - Winter Term

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	-	-	1.00 (280)	.73 (41)
Associate Professor	-	-	1.07 (151)	.71 (35)
Assistant Professor	-	-	.71 (97)	.83 (41)

F Values[3]	Semester System	Quarter System
Academic Rank	-	1.59
CSU/USA	-	1.86
Interaction	-	1.21

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of University Committees Served - Spring Term

Academic Rank	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Full Professor[2]	.93 (716)	1.30 (266)	1.05 (259)	.95 (33)
Associate Professor	1.16 (316)	1.02 (294)	1.17 (142)	.69 (29)
Assistant Professor	.68 (179)	.81 (257)	.79 (85)	.89 (38)

F Values[3]	Semester System	Quarter System
Academic Rank	9.71***	1.39
CSU/USA	4.46*	1.14
Interaction	5.70**	1.35

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.8

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Office Hours Required Per Week

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	4.45 (716)	4.97 (266)	4.59 (259)	5.30 (33)
Associate Professor	4.53 (316)	5.08 (294)	4.87 (142)	5.79 (29)
Assistant Professor	4.55 (179)	5.37 (257)	4.36 (85)	5.33 (38)
F Values[3]				
Academic Rank	1.23		.89	
CSU/USA	22.11***		9.34**	
Interaction	.46		.27	

Number of Additional Office Hours Available to Students

	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	8.18 (716)	9.99 (266)	8.20 (259)	9.58 (33)
Associate Professor	7.97 (316)	10.06 (299)	8.84 (142)	9.72 (29)
Assistant Professor	8.93 (179)	10.62 (257)	9.14 (85)	10.95 (38)
F Values[3]				
Academic Rank	1.35		.80	
CSU/USA	26.67***		2.34	
Interaction	.09		.08	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Courses

Fall

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	3.06 (772)	2.35 (349)	2.26 (78)	1.64 (39)
Medium (10k - 19.9k)	3.32 (233)	2.80 (435)	2.75 (270)	2.32 (59)
Small (4k - 9.9k)	3.53 (338)	3.36 (163)	2.50 (185)	2.41 (27)
F Values[2]				
Size of Inst.	43.67***		10.54***	
CSU/USA	85.29***		12.11***	
Interaction	6.63**		1.35	

Winter

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	-	-	2.18 (78)	1.56 (39)
Medium (10k - 19.9k)	-	-	2.70 (270)	2.39 (59)
Small (4k - 9.9k)	-	-	2.27 (185)	2.30 (27)
F Values[2]				
Size of Inst.			14.56***	
CSU/USA			10.01**	
Interaction			2.09	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Courses

Spring

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	2.88 (772)	1.94 (349)	2.08 (78)	1.67 (39)
Medium (10k - 19.9k)	3.21 (233)	2.59 (435)	2.35 (270)	2.19 (59)
Small (4k - 9.9k)	3.16 (338)	3.04 (163)	2.05 (185)	1.96 (27)
F Values[2]				
Size of Inst.	38.59***		7.22***	
CSU/USA	129.81***		4.37*	
Interaction	14.69***		.66	

Number of Students

Fall

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	93.09 (741)	77.22 (334)	63.77 (77)	36.86 (37)
Medium (10k - 19.9k)	91.27 (227)	85.43 (424)	89.59 (263)	77.70 (57)
Small (4k - 9.9k)	91.25 (325)	86.87 (160)	69.95 (180)	79.48 (27)
F Values[2]				
Size of Inst.	.423		10.93***	
CSU/USA	13.55***		2.58	
Interaction	1.83		1.97	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Students

Winter

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	-	-	55.52 (77)	39.08 (37)
Medium (10k - 19.9k)	-	-	78.66 (263)	78.96 (57)
Small (4k - 9.9k)	-	-	59.18 (180)	75.59 (27)
F Values[2]				
Size of Inst.			10.81***	
CSU/USA			.06	
Interaction			3.23*	

Number of Students

Spring

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	84.78 (741)	53.73 (334)	55.62 (77)	34.49 (37)
Medium (10k - 19.9k)	86.77 (227)	75.88 (424)	69.57 (263)	70.18 (57)
Small (4k - 9.9k)	78.52 (325)	72.36 (160)	49.99 (180)	65.93 (27)
F Values[2]				
Size of Inst.	6.82***		14.87***	
CSU/USA	52.19***		.40	
Interaction	8.68***		2.39	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Meeting Hours Per Week

Fall

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	10.26 (714)	8.30 (325)	9.78 (74)	9.15 (34)
Medium (10k - 19.9k)	11.64 (218)	9.09 (411)	11.46 (259)	10.06 (53)
Small (4k - 9.9k)	12.17 (314)	12.03 (153)	10.71 (170)	9.63 (27)
F Values[2]				
Size of Inst.	27.76***		2.98*	
CSU/USA	39.03***		3.68*	
Interaction	5.00**		.14	

Winter

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	-	-	9.38 (74)	8.26 (34)
Medium (10k - 19.9k)	-	-	11.22 (259)	9.64 (53)
Small (4k - 9.9k)	-	-	9.82 (170)	9.67 (27)
F Values[2]				
Size of Inst.			4.91**	
CSU/USA			3.30	
Interaction			15.61	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Meeting Hours Per Week			
	Spring			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	9.53 (714)	6.43 (325)	8.76 (74)	9.32 (34)
Medium (10k - 19.9k)	11.61 (218)	8.60 (411)	10.03 (259)	9.70 (53)
Small (4k - 9.9k)	11.29 (314)	11.35 (153)	8.89 (170)	9.11 (27)
F Values[2]				
Size of Inst.	38.04***		2.73	
CSU/USA	69.17***		.01	
Interaction	10.23***		.21	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Units

Fall

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	8.87 (716)	6.60 (315)	8.11 (71)	6.62 (29)
Medium (10k - 19.9k)	9.55 (207)	7.77 (384)	9.24 (249)	8.84 (50)
Small (4k - 9.9k)	9.56 (305)	9.52 (148)	10.74 (168)	7.44 (27)
F Values[2]				
Size of Inst.	24.22***		10.82***	
CSU/USA	84.16***		10.28***	
Interaction	12.41***		3.57*	

Winter

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	-	-	7.49 (71)	6.17 (29)
Medium (10k - 19.9k)	-	-	9.13 (249)	8.56 (50)
Small (4k - 9.9k)	-	-	10.01 (168)	7.07 (27)
F Values[2]				
Size of Inst.			10.64***	
CSU/USA			10.20***	
Interaction			2.57	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Units			
	Spring			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	8.35 (716)	5.34 (315)	7.41 (71)	7.07 (29)
Medium (10k - 19.9k)	9.14 (207)	7.16 (384)	8.23 (249)	8.38 (50)
Small (4k - 9.9k)	8.88 (305)	8.77 (148)	8.81 (168)	6.33 (27)
F Values[2]				
Size of Inst.	29.37***		2.35	
CSU/USA	134.75***		2.47	
Interaction	20.23***		3.27	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Lower Division Students Receiving Individualized Instruction

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	2.32 (760)	2.34 (325)	3.76 (78)	1.88 (34)
Medium (10k - 19.9k)	3.55 (231)	2.35 (392)	4.05 (263)	3.94 (51)
Small (4k - 9.9k)	2.45 (335)	4.10 (140)	2.01 (182)	2.39 (23)

F Values[2]		
Size of Inst.	1.61	4.05**
CSU/USA	.001	.32
Interaction	4.98**	.55

Number of Hours of Individualized Instruction/Lower Division Students

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	1.25 (760)	1.34 (325)	1.92 (78)	2.24 (34)
Medium (10k - 19.9k)	1.58 (231)	1.71 (392)	2.13 (263)	1.55 (51)
Small (4k - 9.9k)	1.59 (335)	2.17 (140)	1.32 (182)	1.78 (23)

F Values[2]		
Size of Inst.	3.13*	1.47
CSU/USA	1.43	.04
Interaction	.60	.49

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Upper Division Students Receiving Individualized Instruction

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	4.16 (760)	2.57 (325)	4.28 (78)	1.97 (34)
Medium (10k - 19.9k)	4.29 (231)	3.49 (392)	5.18 (263)	2.75 (51)
Small (4k - 9.9k)	4.13 (335)	3.84 (140)	2.76 (182)	4.22 (23)

F Values[2]	Semester System	Quarter System
Size of Inst.	.93	5.83**
CSU/USA	11.01***	4.78*
Interaction	1.32	4.35***

Number of Hours of Individualized Instruction/Upper Division Students

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	2.96 (760)	1.91 (325)	3.33 (78)	2.38 (34)
Medium (10k - 19.9k)	3.35 (231)	2.53 (392)	3.72 (263)	1.43 (51)
Small (4k - 9.9k)	3.02 (335)	3.28 (140)	2.54 (182)	3.43 (23)

F Values[2]	Semester System	Quarter System
Size of Inst.	1.41	1.00
CSU/USA	6.69**	3.20
Interaction	1.73	1.89

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Graduate Students Receiving Individualized Instruction

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	2.60 (761)	2.30 (325)	1.78 (78)	3.38 (34)
Medium (10k - 19.9k)	2.07 (231)	2.20 (393)	1.83 (263)	1.10 (51)
Small (4k - 9.9k)	2.08 (336)	1.38 (140)	2.36 (182)	.65 (23)

F Values[2]	Semester System	Quarter System
Size of Inst.	4.21**	.628
CSU/USA	1.80	.280
Interaction	1.26	2.04

Number of Hours of Individualized Instruction/Graduate Students

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	2.51 (761)	2.49 (325)	2.19 (78)	5.24 (34)
Medium (10k - 19.9k)	2.12 (231)	2.38 (393)	2.26 (263)	.65 (51)
Small (4k - 9.9k)	1.97 (336)	2.53 (140)	2.82 (182)	.65 (51)

F Values[2]	Semester System	Quarter System
Size of Inst.	1.11	.96
CSU/USA	.65	.31
Interaction	.47	3.20*

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Graduate Thesis Committees Served as Member

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	1.54 (745)	2.16 (328)	.86 (77)	2.27 (37)
Medium (10k - 19.9k)	1.20 (231)	1.95 (367)	1.10 (259)	1.02 (46)
Small (4k - 9.9k)	1.69 (333)	1.45 (116)	1.36 (184)	1.46 (13)

F Values[2]	Semester System	Quarter System
Size of Inst.	1.30	.78
CSU/USA	17.26***	2.23
Interaction	4.56**	2.33

Number of Graduate Thesis Committees Chaired

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	1.09 (745)	1.27 (328)	.55 (77)	1.84 (37)
Medium (10k - 19.9k)	.87 (231)	1.26 (367)	.88 (259)	.54 (43)
Small (4k - 9.9k)	.95 (333)	.76 (116)	.93 (184)	.54 (13)

F Values[2]	Semester System	Quarter System
Size of Inst.	1.77	.12
CSU/USA	2.71	.45
Interaction	1.76	3.75*

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Undergraduate Thesis Committees Served as Member

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.26 (745)	.39 (328)	.43 (77)	.86 (37)
Medium (10k - 19.9k)	.09 (231)	.82 (367)	.70 (259)	.17 (46)
Small (4k - 9.9k)	.17 (333)	.45 (116)	.26 (184)	.77 (13)

F Values[2]

	Semester System	Quarter System
Size of Inst.	.52	1.04
CSU/USA	6.29**	.02
Interaction	1.94	1.38

Number of Undergraduate Thesis Committees Chaired

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.19 (745)	.34 (328)	.29 (77)	.46 (37)
Medium (10k - 19.9k)	.13 (231)	.49 (367)	.98 (259)	.04 (46)
Small (4k - 9.9k)	.31 (333)	.42 (116)	.18 (184)	1.31 (13)

F Values[2]

	Semester System	Quarter System
Size of Inst.	.90	3.76*
CSU/USA	9.10**	.70
Interaction	1.07	3.61*

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Comprehensive Exams/Orals Served as Member

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.80 (743)	1.37 (324)	1.12 (76)	1.75 (36)
Medium (10k - 19.9k)	.74 (231)	1.53 (363)	.53 (259)	1.16 (45)
Small (4k - 9.9k)	.71 (332)	2.02 (115)	1.58 (189)	1.15 (13)

F Values[2]	Semester System	Quarter System
Size of Inst.	.20	4.77**
CSU/USA	27.74***	1.27
Interaction	1.69	.46

Number of Comprehensive Exams/Orals Chaired

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.43 (743)	.52 (324)	.20 (76)	1.00 (36)
Medium (10k - 19.9k)	.16 (231)	.68 (363)	.41 (259)	.56 (45)
Small (4k - 9.9k)	.27 (332)	1.30 (115)	.37 (184)	.62 (13)

F Values[2]	Semester System	Quarter System
Size of Inst.	.925	.02
CSU/USA	14.47***	2.50
Interaction	5.59**	.80

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Department Committees Served - Fall Term

Size of Institution	Semester System		Quarter System	
	CSU	USA	CSU	USA
Large (>20k)	2.23 (743)	2.02 (324)	2.20 (76)	2.19 (36)
Medium (10k - 19.9k)	2.17 (231)	2.12 (363)	2.28 (259)	1.76 (45)
Small (4k - 9.9k)	1.85 (332)	2.19 (115)	1.74 (184)	1.23 (13)

F Values[2]	Semester System	Quarter System
Size of Inst.	4.23**	8.22***
CSU/USA	.59	4.01*
Interaction	4.27**	.96

Number of Department Committees Served - Winter Term

Size of Institution	Semester System		Quarter System	
	CSU	USA	CSU	USA
Large (>20k)	-	-	2.08 (76)	2.08 (36)
Medium (10k - 19.9k)	-	-	231 (259)	1.84 (45)
Small (4k - 9.9k)	-	-	1.72 (184)	1.00 (13)

F Values[2]	Semester System	Quarter System
Size of Inst.	-	9.02***
CSU/USA	-	3.93*
Interaction	-	1.09

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Department Committees Served - Spring Term

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	2.18 (763)	1.65 (344)	2.23 (77)	1.95 (37)
Medium (10k - 19.9k)	2.12 (232)	2.04 (429)	2.34 (268)	1.84 (55)
Small (4k - 9.9k)	1.88 (337)	2.11 (161)	1.75 (185)	1.24 (25)

F Values[2]

	Semester System	Quarter System
Size of Inst.	2.28	9.98***
CSU/USA	10.99***	7.94**
Interaction	10.28***	.19

Number of School Committees Served - Fall Term

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.78 (763)	.87 (344)	.94 (77)	1.08 (37)
Medium (10k - 19.9k)	.84 (232)	1.00 (429)	.81 (268)	.69 (55)
Small (4k - 9.9k)	.80 (337)	.86 (161)	1.01 (185)	.56 (25)

F Values[2]

	Semester System	Quarter System
Size of Inst.	1.73	2.69
CSU/USA	4.05*	1.48
Interaction	.26	2.09

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of School Committees Served - Winter Term

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	-	-	.99 (77)	.78 (37)
Medium (10k - 19.9k)	-	-	.84 (268)	.67 (55)
Small (4k - 9.9k)	-	-	1.01 (185)	.40 (25)

F Values[2]	Semester System	Quarter System
Size of Inst.	-	1.29
CSU/USA	-	7.18**
Interaction	-	1.51

Number of School Committees Served - Spring Term

Size of Institution	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Large (>20k)	.77 (763)	.73 (344)	1.00 (77)	1.05 (37)
Medium (10k - 19.9k)	.84 (232)	.94 (429)	.87 (268)	.71 (56)
Small (4k - 9.9k)	.80 (337)	.89 (161)	1.03 (185)	.56 (25)

F Values[2]	Semester System	Quarter System
Size of Inst.	3.01*	1.82
CSU/USA	.44	2.64
Interaction	1.06	1.49

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of University Committees Served - Fall Term

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.81 (763)	.98 (344)	.91 (77)	.68 (37)
Medium (10k - 19.9k)	.79 (232)	1.08 (429)	.74 (268)	.70 (56)
Small (4k - 9.9k)	1.37 (337)	1.39 (161)	1.34 (185)	1.28 (25)

F Values[2]	Semester System	Quarter System
Size of Inst.	24.65***	13.79***
CSU/USA	8.07**	.55
Interaction	1.19	.19

Number of University Committees Served - Winter Term

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	-	-	.84 (77)	.59 (37)
Medium (10k - 19.9k)	-	-	.78 (268)	.70 (56)
Small (4k - 9.9k)	-	-	1.29 (185)	1.12 (25)

F Values[2]	Semester System	Quarter System
Size of Inst.	-	11.59***
CSU/USA	-	1.36
Interaction	-	.16

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of University Committees Served - Spring Term			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	.84 (699)	.84 (297)	.96 (72)	.81 (26)
Medium (10k - 19.9k)	.78 (219)	1.04 (377)	.84 (245)	.67 (51)
Small (4k - 9.9k)	1.33 (304)	1.41 (147)	1.35 (170)	1.25 (24)

F Values[2]	Semester System	Quarter System
Size of Inst.	22.98***	10.16***
CSU/USA	2.39	1.22
Interaction	1.59	.03

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 3.9

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Office Hours Required Per Week

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	4.32 (699)	4.82 (297)	4.86 (72)	4.65 (26)
Medium (10k - 19.9k)	5.06 (219)	4.89 (377)	4.52 (245)	6.55 (51)
Small (4k - 9.9k)	4.48 (304)	6.37 (147)	4.69 (170)	4.46 (24)
F Values[2]				
Size of Inst.	8.38***		.24	
CSU/USA	22.36***		9.26**	
Interaction	17.40***		6.76***	

Number of Number of Additional Hours Available to Students

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	7.54 (699)	10.20 (287)	7.44 (72)	10.04 (26)
Medium (10k - 19.9k)	9.44 (219)	10.08 (377)	8.16 (245)	11.24 (51)
Small (4k - 9.9k)	8.84 (304)	10.55 (147)	9.56 (170)	7.92 (24)
F Values[2]				
Size of Inst.	3.79*		1.24	
CSU/USA	25.08***		4.02*	
Interaction	2.88		2.67	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

IV. Findings for Department Chairs

Characteristics of Chairs' Departments

Table 4.1 presents a summary of chairs' reports of their department's characteristics. This table is divided into three sections. First, the faculty composition of the department is presented; second, the student composition is presented; and third, the department's personnel actions and faculty evaluations are reported.

The faculty composition section of Table 4.1 is divided into two sections which represent the division of university departments into permanent tenure track faculty and temporary part-time faculty. The CSU chairs report that significantly more permanent tenured minority men, tenure track minority men, and tenure track minority women compose their departments. The USA chairs report that significantly more tenure track non-minority men compose their departments. The results are similar for reports of temporary faculty. The CSU appears to employ significantly more minority and non-minority men and women as temporary part-time faculty.

Despite the many differences in departmental composition, Table 4.1 shows no differences between the CSU and USA campuses in number of graduate and undergraduate majors or number of full-time equivalent students. Only the total number of classes differs significantly between groups, with the USA department chairs indicating that on the average, about 28% more classes are taught.

The chairs also report very few differences in personnel actions and/or faculty evaluations. There were no significant differences in the number of faculty considered for and granted tenure and no significant differences in the number of tenure track recruitments. Only the number of temporary faculty evaluations differed, with the CSU reporting about 66% more. This would be expected given the significantly greater numbers of temporary faculty reported within the CSU.

Table 4.1

CSU Chairs vs. USA Chairs

Reports of Departmental Characteristics[1]

Departmental Composition: Faculty

	Women		Men	
	CSU	USA	CSU	USA
Tenured/Tenure Track Faculty				
Tenured Minority	.33	.23	1.05	.49***
Tenure Track Minority	.41	.23***	.42	.29*
Tenured Non-Minority	2.33	2.26	7.18	7.97
Tenure Track Non-Minority	1.14	1.36	1.26	2.08***
Temporary/Part-Time Faculty				
Minority	.84	.43***	.98	.34***
Non-Minority	4.02	3.08*	4.56	3.67*

Departmental Composition: Students

	CSU	USA
Number of Majors		
Graduate	58.31	58.82
Undergraduate	290.61	243.71
Number of Full Time Equivalent Students	306.26	520.42
Total Number of Classes: Fall, 1989	36.51	46.89***

Personnel Actions/Faculty Evaluations

	Considered		Granted	
	CSU	USA	CSU	USA
Considered and Granted Tenure				
Tenure Only	.44	.40	.24	.36
Tenure and Promotion	.39	.28	.29	.23
Promotion Only	.48	.60	.35	.36

	CSU	USA
1988/89 Temporary Faculty Evaluations	9.77	5.89***
1988/89 Tenure Track Recruitments	1.60	1.45

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* p. < .05 ** p. < .01 *** p. < .001

[1] All values are expressed as means, and significance levels are derived from t-tests.

Chairs' Hours Worked and Allocation of Time to Activities

Chairs were asked to report the average number of hours per week spent on activities directly related to their position as chair, other institutional activities not directly related to their position as chair, and outside activities. Next they were asked to break down the position-specific time into percentages of their time spent for each of a series of activities: e.g., teaching, advising, university service, etc. Then, they were asked to assign percentages to activities they engaged in during their institutional but non-position activities. Finally, chairs were asked a series of questions concerning their satisfaction with aspects of their faculty job and questions about their preferences for how much time they would like to spend performing various activities.

Average Hours Per Week. Table 4.2 contains the results of t-tests comparing CSU and USA chairs' responses regarding average hours per week spent on institutionally-related and outside activities. Data in the table show that there are no statistically significant differences between the CSU and USA chairs regarding average weekly number of hours spent for all activities for the institution, including those related and those unrelated to the position of department chair. The CSU chairs reported slightly higher mean hours per week than the USA for all institutionally-related, outside paid and unpaid activities. Both groups indicated that on average they spend approximately 50 hours per week for all institutionally-related activities and a total of fewer than 6 hours per week for outside paid and unpaid activities.

Table 4.4 shows a breakdown of average hours per week for CSU and USA chairs by size of institutions. There is an inverse relationship between size of institution and number of institutional hours spent both relating to and unrelated to the chair position. In other words, the larger the institution, the greater the number of hours spent by chairs doing institutionally-related activities. Data in this table also show that this relationship is consistently stronger within the CSU chairs sample. The greatest disparities are between numbers of hours spent by CSU chairs from large versus small schools, while there are much less substantial differences between USA chairs in large versus small schools.

Percentage Working Hours Not Directly Related to Chair Position. The CSU and USA chairs were asked to subdivide their total time spent on activities not directly related to their position as chair into the percentage time spent on each of a series of activities. Comparisons of their mean responses are made in Table 4.2. CSU chairs reported spending a substantially greater proportion of their time on instructionally-related paperwork and substantially less of their time on research, scholarship and preparing or reviewing articles or books than their USA counterparts. There were no differences in mean percentages for the following items: teaching, instructional supervision and guest lecturing, advising and recruiting, giving performance or exhibitions in the Fine or Applied Arts, university services, school or departmental services, administrative activities, professional development activities, mentor/role model for students and/or faculty, seeking funding or pursuing an advanced degree.

Data in Table 4.3 show the relationships between percentages of time not directly related to the chair position when controlling for academic rank. These data show a direct relationship between academic rank and time spent on instructional paperwork. They also indicate that Full professors (versus Associates) spend less of this time as a mentor, pursuing an advanced degree, teaching and lecturing and conducting research.

Table 4.4 contains breakdowns in percentages of time not directly related to the chair position by size of institution. These data show an inverse relationship between size of school and percentage of working hours spent on teaching, and instructional supervision and instructional paperwork. In other words, the larger the institution, the less percent of chairs' time is spent pursuing these activities. The percentage of time spent on instructional paperwork is substantially higher for all the CSU chairs across all sizes of institutions. In contrast, there is a direct relationship between percentage of hours spent on research and other scholarly activities and size of institution, particularly with the USA chair sample. USA chairs from the larger and medium universities reported spending much greater percentages of this time on research than their CSU counterparts (19.15 vs. 13.05% and 16.87 vs. 9.42%, respectively).

Percentage Working Hours Related to Chair Position. The USA and CSU chairs were asked to divide their total time spent on activities related to their position as chair into the percentage time spent on each of a series of activities. Means comparisons broken down by CSU versus USA chairs are reported in Table 4.2. The table shows that CSU chairs spend significantly greater percentages of their time: scheduling faculty, classes and other scheduling activities, and hiring, advising and supervising temporary faculty. In contrast, the USA chairs spend a greater percentage of their time on promotion, retention and tenure decisions as well as dealing with faculty concerns. There were no statistically significant differences with regard to: chairs and administrative meetings, recruitment of tenure track faculty, dealing with student concerns, dealing with credentialling, certification and accreditation issues, report and memo writing, dealing with faculty grants and research, and dealing with clerical and/or technical staff.

Data in Table 4.3 show percentages of time spent by chairs on activities related to their positions by academic rank. These indicate that chairs who are Full professors are likely to spend a smaller percentage of this time engaged in promotion and tenure decisions, in accreditation and credentialling activities and supervising staff that their Associate professor counterparts. This relationship holds across the USA and CSU samples. Table 4.4 shows the breakdown of percentages by institutional size. There is an inverse relationship between size and percentage of time spent by chairs recruiting tenured faculty. Chairs from large institutions reported spending more of their time engaged in this activity than those from smaller schools. The data also show a strong relationship between size and time spent on promotion and tenure decisions. CSU and USA chairs from middle-sized schools reported spending more of their time on this activity than their counterparts in either large or small schools. Finally, chairs from larger schools spend more of their time dealing with student concerns than those from smaller schools. However, within the CSU sample, the chairs from the middle schools reported spending more of their time on this activity than chairs from smaller schools.

Satisfaction with Job at Institution. Chairs were asked to rank their satisfaction on a 4-point scale (1 = very satisfied, 2 = somewhat satisfied, 3 = somewhat dissatisfied, 4 = very dissatisfied) for a series of items relating to their jobs at the institution. As mentioned above, these items were collapsed into two scales: workload satisfaction and satisfaction with institutional support. Again, it should be noted that the higher the score on this scale, the greater the dissatisfaction of the respondent.

Data in Table 4.2 show significantly higher levels of dissatisfaction among CSU versus USA chairs for both workload and institutional workload support (p. < .001). Tables 4.3 and 4.4 show the breakdown of chairs by academic rank and by institutional size, respectively. Among chairs, the Full professors consistently expressed less dissatisfaction with their workloads as compared to Associate professors. These two groups did not differ significantly regarding satisfaction with institutional support. However, there was a significant interaction effect. There are higher rates of dissatisfaction among Associate professors within the CSU subsample and lower rates among Associate professors within the USA subsample.

Chairs were asked to indicate whether they want to do more, less, or about the same of selected activities. Data in Table 4.2 show that significant numbers of CSU chairs want to do less teaching and more student advising and community service than their USA counterparts.

Tables 4.3 and 4.4 break these responses out by academic rank and size of institution, respectively. While academic rank was unrelated to any of these items, size of institution was inversely related to wanting to do more research and creative activity. That is, USA chairs at large institutions were more likely to prefer doing less research and creative activity than their counterparts at either medium or small schools.

Table 4.2

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time[1]

Average Hours Per Week - Spring 1989 Term

	CSU	USA
Activities Directly Related to Chair Position	28.92	27.90
Activities Not Directly Related to Chair Position	19.88	18.29
Other Paid Activities	2.30	2.03
Unpaid Community Service Activities	3.16	2.96

Percentage of Hours Related to Chair Position

	CSU	USA
Chairs and Administration Meetings	9.63	9.95
Scheduling Faculty, Classes and Other Scheduling Activities	9.34*	8.11
Recruitment of Tenure Track Faculty	5.86	5.91
Promotion, Retention, and Tenure Decisions	5.45*	6.71
Hiring, Advising, and Supervising Temporary Faculty	7.47***	5.35
Dealing with Faculty Concerns	13.00**	14.93
Dealing with Student Concerns	13.50	12.34
Dealing with Credentialing, Certification and Accreditation Issues	4.59	4.65
Report and Memo Writing	16.14	16.46
Dealing with Faculty Grants and Research	3.59	4.10
Dealing with Clerical and/or Technical Staff	7.42	7.92

Percentage of Hours Not Directly Related to Chair Position

	CSU	USA
Teaching, Instructional Supervision, and Guest Lecturing	25.45	24.57
Advising and Recruiting	10.78	9.99
Spent on Instructionally Related Paperwork	13.28**	10.95

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means and Significance Levels are Derived from t-tests.

Table 4.2

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time[1]

Percentage of Hours Not Directly Related to Chair Position	CSU	USA
Research, Scholarship, Preparing or Reviewing Articles or Books	10.79***	15.90
Giving Performances or Exhibitions in the Fine or Applied Arts	.99	1.77
University Service	8.38	8.14
School or Departmental Services	7.83	7.58
Administrative Activities	4.31	4.17
Professional Development Activities	7.21	7.55
Mentor/Role Model for Students and/or Faculty	2.79	2.74
Seeking Funding	3.05	3.89
Pursuing an Advanced Degree	.30	.55

Satisfaction with Job at Institution	CSU	USA
Satisfaction with Workload	11.13***	9.73
Satisfaction with Institutional Workload Support	12.69***	11.38

Want to do More, Less, or About the Same:	CSU	USA
Research/Creative Activity	1.23	1.19
Teaching	2.27**	2.05
Student Advising	2.08*	2.28
University, School, and Departmental Service	2.47	2.39
Community Service	2.32*	2.67
Administration	2.54	2.49

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means and significance levels are derived from t-tests.

[2] Satisfaction scale derived through factor analysis of responses to Q.8.
Note: The higher the score, the greater the dissatisfaction.

[3] Scale: More = 1, About Same = 2, and Less = 3.

Table 4.3

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Academic Rank[1]

	% Hrs Relatd to Pos: Decisn Promot,Tenure		% Hrs Relatd to Pos: Hirng Supvs Temp Fac		% Hrs Relatd to Pos: Faculty Concerns	
	CSU	USA	CSU	USA	CSU	USA
Academic Rank						
Full Professor[2]	5.62 (367)	7.26 (143)	7.45 (366)	5.66 (143)	13.11 (366)	14.87 (143)
Associate Professor	3.46 (28)	5.61 (70)	7.54 (28)	4.87 (70)	11.75 (28)	15.10 (70)
F Values[3]						
Academic Rank	7.38**		.52		.13	
CSU/USA	11.11***		12.87***		7.50**	
Interaction	.13		.43		.64	

	% Hrs Relatd to Pos: Deal w/Studnt Concrn		% Hrs Relatd to Pos: Accred,Credentialng		% Hrs Relatd to Pos: Suprvsng Staff	
Academic Rank	CSU	USA	CSU	USA	CSU	USA
Full Professor[2]	13.20 (366)	11.94 (143)	4.37 (366)	4.42 (143)	7.33 (367)	7.15 (142)
Associate Professor	17.18 (28)	12.43 (70)	7.57 (28)	5.31 (70)	8.54 (28)	8.97 (70)
F Values[3]						
Academic Rank	2.76		5.93*		6.91**	
CSU/USA	5.18*		.37		.03	
Interaction	2.56		2.45		.23	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Included Named/Distinguished Professors.

[3] F value is derived from analysis of variance.

Table 4.3

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Academic Rank[1]

	% Hrs Unrelatd to Pos: Teaching, Lecturing		% Hrs Unrelatd to Pos: Instructnl Paperwrk		% Hrs Unrelatd to Pos: Rrsch,Sholar,Article		% Hrs Unrelatd to Pos: Performances,Exhbts	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Academic Rank								
Full Professor[2]	25.07 (366)	23.27 (140)	13.49 (366)	10.18 (140)	11.10 (366)	17.43 (140)	1.02 (366)	2.30 (140)
Associate Professor	30.96 (28)	27.37 (71)	11.18 (28)	12.23 (71)	7.00 (28)	13.37 (71)	.71 (28)	.82 (71)
F Values[3]								
Academic Rank	6.42*		.18		7.93*		2.32	
CSU/USA	2.03		8.11**		30.22***		3.99*	
Interaction	.21		3.17		.01		.65	

	% Hrs Unrelatd to Pos: Profssnal Develop Actvties		% Hrs Unrelatd to Pos: Mentor Studn/Colleag		% Hrs Unrelatd to Pos: Pursue Advanced Degree	
	CSU	USA	CSU	USA	CSU	USA
Academic Rank						
Full Professor[2]	7.42 (366)	7.29 (140)	2.64 (366)	2.91 (140)	.27 (366)	.15 (140)
Associate Professor	4.57 (28)	8.20 (71)	4.64 (28)	2.52 (71)	.36 (28)	1.31 (71)
F Values[3]						
Academic Rank	.28		.96		5.57*	
CSU/USA	.61		.12		.05	
Interaction	4.94*		5.98*		2.45	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] Included Named/Distinguished Professors.

[3] F value is derived from analysis of variance.

Table 4.3

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Academic Rank[1]

	Satisfaction with Workload[3]		Satisfaction with Institutional Support[3]	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	11.07 (360)	9.51 (140)	12.59 (360)	11.46 (140)
Associate Professor	11.86 (28)	10.21 (71)	13.64 (28)	11.08 (71)
F Values[4]				
Academic Rank	4.73*		.11	
CSU/USA	34.60***		18.85***	
Interaction	.03		2.80**	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Included Named/Distinguished Professors.

[3] Satisfaction scale derived through factor analysis of responses Q.8.
Note: The higher the score, the greater the dissatisfaction.

[4] F Value is derived from analysis of variance.

Table 4.3

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Academic Rank[1]

	Want More,Same,Less?[3] Teaching		Want More,Same,Less?[3] Advising Students		Want More,Same,Less?[3] Community Service	
	CSU	USA	CSU	USA	CSU	USA
Academic Rank						
Full Professor[2]	2.27	2.06	2.07	2.35	2.36	2.75
	(362)	(142)	(362)	(142)	(359)	(142)
Associate Professor	2.21	2.06	2.00	2.17	1.79	2.60
	(28)	(72)	(28)	(72)	(28)	(42)
F Values[4]						
Academic Rank	.07		1.65		2.25	
CSU/USA	6.92**		8.56**		8.56**	
Interaction	.06		.21		1.04	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Included Named/Distinguished Professors.

[3] Scale: More=1, About Same=2 and Less=3

[4] F value is derived from analysis of variance.

Table 4.4

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Size of Institution[1]

	# Hrs Wk Directly Related to Chair Pos		# Hrs Wk for Instit Excluding Pos. Duties	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	32.51 (177)	29.24 (63)	17.92 (177)	18.16 (63)
Medium (10k-19.9k)	28.20 (122)	27.31 (104)	19.53 (121)	18.18 (103)
Small (4k-9.9k)	23.27 (97)	27.48 (54)	23.84 (97)	18.80 (54)
F Values[2]				
Size	3.46***		7.42***	
CSU/USA	1.79		3.72	
Interaction	.75		2.55	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table 4.4

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Size of Institution[1]

	% Hrs Related to Pos: Chair Meetings		% Hrs Related to Pos: Scheding Class/Othr		% Hrs Related to Pos: Recruitng Tenurd Fac		% Hrs Related to Pos: Decisn Promot,Tenure	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Size of Institution								
Large (>20k)	8.67	10.24	9.04	7.70	6.27	6.63	5.80	6.59
	(178)	(63)	(178)	(63)	(178)	(63)	(178)	(63)
Medium (10k-19.9k)	9.83	10.29	9.20	8.48	6.05	6.48	6.11	7.53
	(122)	(103)	(122)	(103)	(122)	(103)	(122)	(103)
Small (4k-9.9k)	11.10	8.92	10.05	7.87	4.89	3.94	4.01	5.26
	(98)	(53)	(98)	(53)	(98)	(53)	(98)	(53)
F Values[2]								
Size	1.93		.59		4.14*		6.91***	
CSU/USA	.10		5.40*		.01		5.74*	
Interaction	3.28*		.53		.55		.16	

	% Hrs Related to Pos: Hirng Supvs Temp Fac		% Hrs Related to Pos: Faculty Concerns		% Hrs Related to Pos: Student Concerns	
	CSU	USA	CSU	USA	CSU	USA
Size of Institution						
Large (>20k)	7.61	4.76	13.07	14.87	11.63	10.70
	(178)	(63)	(178)	(63)	(178)	(63)
Medium (10k-19.9k)	7.39	6.39	13.05	14.09	15.48	12.01
	(122)	(103)	(122)	(103)	(122)	(103)
Small (4k-9.9k)	7.33	4.04	12.91	16.62	14.34	14.92
	(97)	(53)	(97)	(53)	(97)	(53)
F Values[2]						
Size	1.29		.55		8.24***	
CSU/USA	19.20***		7.97**		4.29*	
Interaction	2.05		1.16		2.36	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table 4.4

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Size of Institution[1]

	% Hrs Unreltd to Pos: Teach,Instrct Supvis		% Hrs Unreltd to Pos: Instructnl Paperwrk		% Hrs Unreltd to Pos: Rrsch,Scholar,Articl		% Hrs Unreltd to Pos: Serving as Mentor	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Size of Institution								
Large (>20k)	22.27 (177)	20.15 (61)	11.50 (177)	9.54 (61)	13.05 (177)	19.15 (61)	3.21 (177)	3.25 (61)
Medium (10k-19.9k)	27.88 (122)	27.23 (104)	14.74 (122)	10.98 (104)	9.42 (122)	16.87 (104)	3.16 (122)	2.10 (104)
Small (4k-9.9k)	28.17 (98)	24.43 (53)	14.69 (98)	12.51 (53)	8.41 (98)	10.28 (53)	1.56 (98)	3.42 (53)
F Values[2]								
Size	9.61***		5.86**		10.97***		3.03*	
CSU/USA	1.94		10.38***		27.24***		.01	
Interaction	.40		.48		2.18		5.77**	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table 4.4

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Size of Institution[1]

	Satisfaction with Workload[3]		Satisfaction with Institutional Support[3]	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	11.58 (175)	9.52 (63)	12.89 (175)	10.63 (63)
Medium (10k-19.9k)	10.52 (121)	9.82 (102)	12.02 (121)	11.85 (102)
Small (4k-9.9k)	11.13 (95)	9.79 (53)	13.12 (95)	11.26 (53)
F Values[2]				
Size	2.35		.55	
CSU/USA	29.79***		18.69***	
Interaction	2.92		5.04**	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

[3] Satisfaction scales derived through factor analysis of responses to Q.8
Note: The higher the score, the greater the dissatisfaction.

Table 4.4

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of Time by Size of Institution[1]

	Want More,Same,Less?[3] Resrch/Creatve Actvty		Want More,Same,Less?[3] Teaching		Want More,Same,Less?[3] Advising Students	
	CSU	USA	CSU	USA	CSU	USA
Size of Institution						
Large (>20k)	1.15 (174)	1.21 (63)	2.24 (174)	1.97 (63)	2.16 (174)	2.40 (63)
Medium (10k-19.9k)	1.40 (121)	1.19 (104)	2.26 (121)	2.06 (104)	2.01 (121)	2.31 (104)
Small (4k-9.9k)	1.17 (98)	1.17 (54)	2.34 (98)	2.15 (54)	2.05 (98)	2.09 (54)
F Values[2]						
Size	3.89*		.95		1.60	
CSU/USA	1.57		9.41**		6.17*	
Interaction	2.49		.13		.73	

	Want More,Same,Less?[3] Univ,School,Dept Srvc		Want More,Same,Less?[3] Community Service	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	2.56 (172)	2.49 (63)	2.49 (172)	2.76 (63)
Medium (10k-19.9k)	2.36 (120)	2.31 (104)	2.10 (120)	2.61 (104)
Small (4k-9.9k)	2.46 (98)	2.44 (54)	2.30 (98)	2.70 (54)
F Values[2]				
Size	4.03*		1.78	
CSU/USA	.58		7.59**	
Interaction	.06		.23	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

[3] Scale: More=1, About Same=2 and Less=3

Comparisons of Chairs' Research and Creative Activities

Comparisons of chairs' activities across the fourteen research and creative items for the two time periods (1988/89 and 1986/87-87/88) shows very few differences. As shown in Table 4.5 USA chairs published more articles in refereed professional journals than CSU chairs during both time periods. USA chairs also report significantly more chapters in edited volumes than CSU chairs. Other than these differences the chairs' reports of their activities are quite similar.

Chairs' reports of activities by CSU/USA grouping and academic rank are reported in Table 4.6. These analyses have been run excluding the Assistant professors, as only 4 Assistant professors were also department chairs, all within the USA institutions. As shown in the previous, table the main effect of CSU/USA is significant for refereed publications for both time periods, and book chapters for the 1988/89 time period. Table 4.6 also shows that Full professors from USA campuses publish the most. The publication rate for this group seems to create the small, but significant effect of rank shown in the table.

Table 4.6 also shows three significant interactions between rank and CSU/USA grouping. These represent non-juried exhibitions and performances for both time periods, and presentations for 1988/89. In all cases these interactions appear to be created by the Associate professor chairs from the CSU, who produce more than the Full professor chairs from the CSU and both groups of USA chairs.

Size of institution also has very little impact on chairs' reports of activities. Chairs from smaller institutions appear to use the popular media as a source of publication to a greater extent than those from medium-sized or large institutions. This effect was significant at the .05 level for both time periods. Chairs from smaller institutions also appear to present less at professional meetings than those from larger institutions, though this effect was significant for only the 1988/89 time period.

As indicated in the previous section, chairs from the USA campuses tend to publish more in refereed professional journals. In addition to the replication of this finding, the 1988/89 time period produced a significant interaction effect. Chairs within the CSU publish the least when from medium-sized schools and the most when from large schools. Chairs from the USA institutions publish the most when from medium-sized schools and the least when from small schools.

Results presenting the findings across the CSU/USA grouping by discipline category are presented in Appendix G, Table G.2. The findings replicate results shown for university faculty and indicate that faculty from different disciplines tend to emphasize different sorts of research and creative activities. The activities which produced significant differences involving discipline category are: non-refereed published articles or creative work (both time periods); presentations at conferences and workshops (both time periods); book chapters (1986/87 & 87/88 only); juried exhibitions and performances (both time periods); non-juried exhibitions and performances (both time periods); monographs (1986/87 & 87/88 only); articles and creative work in the popular media (1988/89 only).

Table 4.5

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activity[1]

	Academic Year			
	1988/89		1986/87 &1987/88	
Chairs Activity	USA	CSU	USA	CSU
Articles/Creative Work (Refereed)	1.08	.70**	2.06	1.31***
Articles/Creative Work (Non-refereed)	.44	.34	.69	.62
Articles/Creative Work (Popular Media)	.56	.54	.90	1.05
Published Reviews	.61	.501	.25	.95
Chapters in Edited Volumes	.37	.19*	.25	.16
Textbooks	.06	.07	.09	.11
Other Books	.11	.07	.15	.12
Monographs	.06	.04	.10	.12
Research/Technical Reports (Internal)	.79	.62	1.30	1.05
Presentations	1.93	1.87	3.54	3.32
Juried Exhibitions/ Performances	.32	.24	.37	.41
Non-juried Exhibitions/ Performances	.11	.23	.21	.40
Patents or Copyrights	.02	.03	.03	.03
Computer Software Products	.05	.09	.12	.18

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means, and significance levels are derived from t-tests.

Table 4.6

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activities by Academic Rank[1]

Academic Rank	Published Articles/Creative Work (Refereed) 1988/89 CSU	Published Articles/Creative Work (Refereed) 1988/89 USA	Published Articles/Creative Work (Refereed) 1986/87 & 1987/88 CSU	Published Articles/Creative Work (Refereed) 1986/87 & 1987/88 USA	Book Chapter 1988/89 CSU	Book Chapter 1988/89 USA
Full Professor[2]	.68 (295)	1.26 (130)	1.28 (295)	2.31 (130)	.18 (295)	.37 (130)
Associate Professor	.82 (22)	.68 (63)	1.45 (22)	1.62 (63)	.27 (22)	.41 (63)
F Values[3]						
Academic Rank	2.6		1.1*		.6	
CSU/USA	14.6***		85.2***		5.2*	
Interaction	4.4*		2.1		.1	

Academic Rank	Non-juried exhibitions/performances 1988/89 CSU	Non-juried exhibitions/performances 1988/89 USA	Non-juried exhibitions/performances 1986/87 & 87/88 CSU	Non-juried exhibitions/performances 1986/87 & 87/88 USA	Presentations 1988/89 CSU	Presentations 1988/89 USA
Full Professor[2]	.19 (295)	.15 (130)	.30 (295)	.28 (130)	1.75 (295)	1.96 (130)
Associate Professor	.82 (22)	.05 (62)	1.82 (22)	.10 (62)	3.18 (22)	1.95 (63)
F Values[3]						
Academic Rank	.6		1.3		1.5	
CSU/USA	.2		2.4		.1	
Interaction	6.4*		11.3***		4.6*	

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. Includes named/distinguished professors.
3. F values derived from analysis of variance.

Table 4.7

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activities by Size of Institution[1]

	Articles Published in Popular Media				Book Chapters	
	1988/89		1987/88 & 1986/87		1988/89	
	CSU	USA	CSU	USA	CSU	USA
Size of Institution						
Large (>20k)	.50	.27	.81	.61	.23	.15
	(153)	(59)	(153)	(59)	(153)	(59)
Medium (10k - 19.9k)	.39	.23	.78	.36	.18	.51
	(92)	(92)	(92)	(92)	(92)	(92)
Small(4k - 9.9k)	.83	1.54	1.88	2.31	.12	.38
	(75)	(48)	(75)	(48)	(75)	(48)
F Values[2]						
Size	4.0*		3.7*		.9	
CSU/USA	.1		.1		4.4*	
Interaction	1.4		.3		2.8	

	Published Articles/Creative Work				Presentations	
	1988/89		1986/87 & 1987/88		1988/89	
	CSU	USA	CSU	USA	CSU	USA
Large (>20k)	.78	.90	1.42	1.92	2.30	1.80
	(153)	(59)	(153)	(59)	(153)	(59)
Medium (10k - 19.9K)	.58	1.34	.91	2.25	1.58	2.25
	(92)	(92)	(92)	(92)	(92)	(92)
Small (4k - 9.9k)	.71	.81	1.56	1.90	1.36	1.48
	(75)	(48)	(75)	(48)	(75)	(48)
F Values[2]						
Size	.6		.3		3.6*	
CSU/USA	9.5**		14.4***		.2	
Interaction	3.5*		2.3		2.4	

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* p. < .05 ** p. < .01 *** p. < .001

[1] All values are expresses as means with frequencies in parentheses.

[2] F values derived from analysis of variance.

Chairs Teaching Loads and Teaching Activities

Table 4.8 contains the breakdown of chairs' teaching loads and teaching-related activities. This analysis presents chairs working at institutions on the semester and quarter systems separately, thus allowing for differences in system-based teaching assignments (e.g., number of units per course, number of courses per term). The information reflects workload by activities related to courses (i.e., number, units, enrollment, preparations); student contact (i.e., individualized instruction, committees, office hours); and administrative committee work (i.e., departmental, school, and university).

As shown in Table 4.8, CSU chairs teach significantly more courses, students, and number of units; prepare more courses; and meet more hours per week than do USA chairs on both the semester and quarter systems.[1] CSU and USA chairs are similar in term of the number of students and the amount of time spent on individualized instruction. With respect to serving on thesis (both graduate and undergraduate) and exam committees, there are no clear patterns of significance. There are also no clear patterns of significance for administrative committee assignments for those chairs working within a semester system. Among those on the quarter system, CSU chairs serve on significantly more school and university-based committees, but do not differ in the area of departmental committees. Lastly, the USA chairs report a greater number of required office hours for students, but there are no differences in reported hours available to students.

Table 4.9 presents the breakdown of chair teaching loads and teaching activities across academic rank. Within the chairs subsample, there are no assistant professors among CSU chairs and only five assistant professors among USA chairs for the semester system group. There is an inverse relationship between academic rank and number of courses, number of students, number of meeting hours per week, and number of units. As academic rank increases, the number of courses, students, meeting hours, and units decreases. There are no systematic patterns of academic rank effects on individualized instruction; thesis or exam committees; administrative committees

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[1] Tabled numbers represent the mean number of the category (e.g., course, units). Significance levels are derived from t-tests. The Chair Questionnaire is include in Appendix B. Questions 11 through 17 contain the exact wording of the questions that produced the reported data.

(departmental, school, or university); or number of required or available office hours for students.

Table 4.10 presents the breakdown of chair teaching loads and teaching activities across size of institution. Size of institution is related inversely to the number of courses, number of meeting hours per week, and number of units. The smaller the institution, the larger the workload assignments. There are no systematic patterns of size of institution effects on number of students; individualized instruction; thesis or exam committees; administrative committees (departmental, school, or university); or number of required or available office hours for students.

Table 4.8

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Number of Courses				
Fall	1.69*	1.47	1.61**	1.12
Winter	-	-	1.38**	1.00
Spring	1.58**	1.30	1.28**	.94
Number of Students				
Fall	50.31	52.56	49.82**	24.23
Winter	-	-	37.96	40.21
Spring	44.39	37.72	34.56	24.06
Number of Meeting Hours Per Week				
Fall	5.38	5.03	5.23	3.67
Winter	-	-	4.33	2.96
Spring	5.28**	4.23	5.41	4.18
Number of Units				
Fall	4.55	4.25	5.67	4.14
Winter	-	-	4.91**	3.31
Spring	4.30*	3.71	4.68	4.00
Number of Different Preparations				
Fall	1.71	1.59	1.72	1.53
Winter	-	-	1.62	1.53
Spring	1.72*	1.49	1.57	1.33
Number of New Preparations				
Fall	1.12***	.54	1.61*	.67
Winter	-	-	1.43	.83
Spring	1.10***	.51	.66	.54
Number of Lower Division Students Receiving Individualized Instruction	1.43	1.39	1.65	.83
Number of Hours of Individual Instruction/Lower Division Students	1.22	.82	.96	.25
Number of Upper Division Students Receiving Individualized Instruction	2.92	2.07	4.19	4.16
Number of Hours of Individual Instruction/Upper Division Students	2.13	1.55	3.38	5.25
Number of Graduate Students Receiving Individualized Instruction	1.83	1.69	1.54	.81
Number of Hours of Individualized Instruction/Graduate Students	2.58*	1.59	2.10	1.66
Number of Graduate Thesis Committees Served as Member	1.43	1.74	.70*	1.50

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means, and significance levels are derived from t-tests.

Table 4.8

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Number of Graduate Thesis Committees Chaired				
	.77	.83	.57	.67
Number of Undergraduate Thesis Committees Served as Member				
	.07	.05	.53	.00
Number of Undergraduate Thesis Committees Chaired				
	.25	.26	.80	.00
Number of Comprehensive Exams/Orals Committees Served as Member				
	.92	1.67	1.38	.35
Number of Comprehensive Exams/Orals Committees Chaired				
	.25	.39	.68	.00
Department Committees				
Fall	2.43	2.67	2.05	1.88
Winter	-	-	2.10	1.94
Spring	2.32	2.48	2.05	1.54
School Committees				
Fall	1.29*	1.58	1.47*	.88
Winter	-	-	1.49*	.94
Spring	1.28	1.37	1.51	.88
University Committees				
Fall	1.31	1.45	1.44*	.88
Winter	-	-	1.46*	.88
Spring	1.33	1.35	1.50*	.76
Number of Office Hours Required Per Week				
	5.21*	6.79	5.39*	8.88
Number of Additional Office Hours Available to Students				
	14.11	14.23	14.25	13.21

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means, and significance levels are derived from t-tests.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Courses

Fall

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	1.65 (228)	1.40 (122)	1.60 (118)	1.22 (9)
Associated Professor	2.29 (14)	1.56 (57)	1.67 (12)	1.00 (8)
Assistant Professor	-	2.60 (5)	-	-
F Values[3]				
Academic Rank	4.75**		0.00	
CSU/USA	7.71**		2.86	
Interaction	2.03		.23	

Winter

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	-	-	1.38 (118)	1.00 (9)
Associated Professor	-	-	1.42 (12)	1.00 (8)
Assistant Professor	-	-	-	-
F Values[3]				
Academic Rank			.01	
CSU/USA			2.14	
Interaction			0.00	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Courses			
	Spring			
	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	1.55 (228)	1.22 (122)	1.29 (118)	.67 (9)
Associated Professor	2.07 (14)	1.47 (57)	1.25 (12)	1.25 (8)
Assistant Professor	-	1.80 (5)	-	-
F Values[3]				
Academic Rank	3.04*		.37	
CSU/USA	10.90***		2.72	
Interaction	.67		1.56	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Students

Fall

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	49.20 (216)	49.14 (120)	31.17 (113)	20.88 (8)
Associated Professor	66.50 (14)	56.29 (56)	39.17 (12)	25.63 (8)
Assistant Professor	-	114.00 (5)	-	-
F Values[3]				
Academic Rank				
CSU/USA				
Interaction				

Winter

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	-	-	39.12 (113)	52.88 (8)
Associated Professor	-	-	28.33 (12)	27.63 (8)
Assistant Professor	-	-	-	-
F Values[3]				
Academic Rank			1.79	
CSU/USA			.45	
Interaction			.34	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Students			
	Spring			
	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	43.69 (216)	31.23 (120)	35.86 (113)	11.50 (80)
Associated Professor	59.50 (14)	48.59 (56)	23.58 (12)	34.63 (8)
Assistant Professor		91.40 (5)		
F Values[3]				
Academic Rank	6.75***		.09	
CSU/USA	6.12**		1.10	
Interaction	.01		2.97	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Meeting Hours Per Week

Fall

Academic Rank	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Full Professor[2]	5.35 (212)	4.92 (119)	6.60 (109)	5.13 (8)
Associated Professor	6.21 (14)	4.80 (54)	6.40 (10)	4.63 (8)
Assistant Professor	-	12.00 (5)	-	-
F Values[3]				
Academic Rank	5.80**		.14	
CSU/USA	1.30		1.09	
Interaction	.44		0.00	

Winter

Academic Rank	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Full Professor[2]	-	-	5.56 (109)	4.63 (8)
Associated Professor	-	-	5.00 (10)	5.63 (8)
Assistant Professor	-	-	-	-
F Values[3]				
Academic Rank			.01	
CSU/USA			.08	
Interaction			.37	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Meeting Hours Per Week			
	Spring			
	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Full Professor[2]	5.25 (212)	4.08 (119)	5.22 (109)	2.38 (8)
Associated Professor	5.05 (14)	4.37 (54)	5.00 (10)	8.38 (8)
Assistant Professor	-	8.60 (5)	-	-
F Values[3]				
Academic Rank	2.62		1.98	
CSU/USA	6.24**		.18	
Interaction	0.00		5.81*	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

Number of Units

Fall

Academic Rank	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Full Professor[2]	4.56 (215)	3.89 (105)	5.52 (109)	5.00 (6)
Associated Professor	5.21 (14)	4.44 (52)	6.00 (12)	3.29 (7)
Assistant Professor	-	10.60	-	-

F Values[3]	Semester System	Quarter System
Academic Rank	11.17***	0.00
CSU/USA	3.89*	1.72
Interaction	.01	.93

Winter

Academic Rank	Semester System CSU	Semester System USA	Quarter System CSU	Quarter System USA
Full Professor[2]	-	-	4.95 (109)	3.00 (6)
Associated Professor	-	-	4.58 (12)	3.57 (7)
Assistant Professor	-	-	-	-

F Values[3]	Semester System	Quarter System
Academic Rank		.03
CSU/USA		2.18
Interaction		.20

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.9

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Units			
	Spring			
	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Full Professor[2]	4.32 (215)	3.36 (105)	4.68 (109)	2.00 (6)
Associate Professor	4.43 (14)	4.33 (52)	4.75 (12)	5.00 (7)
Assistant Professor	-	6.80 (5)	-	-
F Values[3]				
Academic Rank	4.49**		.71	
CSU/USA	7.08**		1.80	
Interaction	.86		1.95	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Includes Named/Distinguished Professors.

[3] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Courses

Fall

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	1.48 (153)	1.15 (47)	1.00 (17)	1.25 (8)
Medium (10k - 19.9k)	1.85 (47)	1.41 (88)	1.68 (73)	1.00 (8)
Small (4k - 9.9k)	2.20 (45)	1.86 (51)	1.73 (40)	1.00 (1)
F Values[2]				
Size of Inst.	15.07***		2.22	
CSU/USA	11.69***		1.29	
Interaction	.11		1.38	

Winter

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	-	-	.82 (17)	1.00 (8)
Medium (10k - 19.9k)	-	-	1.38 (73)	1.00 (8)
Small (4k - 9.9k)	-	-	1.63 (40)	1.00 (1)
F Values[2]				
Size of Inst.			3.54*	
CSU/USA			.47	
Interaction			.65	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Courses			
	Spring			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	1.38 (153)	1.00 (47)	.94 (17)	.75 (8)
Medium (10k - 19.9k)	1.85 (47)	1.25 (88)	1.27 (73)	1.00 (8)
Small (4k - 9.9k)	1.96 (45)	1.67 (51)	1.45 (40)	2.00 (1)
F Values[2]				
Size of Inst.	12.42***		2.67	
CSU/USA	16.13***		.61	
Interaction	.71		.39	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Students

Fall

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	45.74 (144)	64.48 (46)	40.50 (16)	24.86 (7)
Medium (10k - 19.9k)	59.13 (45)	43.55 (86)	49.80 (71)	20.25 (8)
Small (4k - 9.9k)	56.39 (44)	57.02 (51)	54.42 (38)	36.00 (1)
F Values[2]				
Size of Inst.	.53		.47	
CSU/USA	.14		3.64	
Interaction	2.66		.15	

Winter

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	-	-	28.31 (16)	53.57 (7)
Medium (10k - 19.9k)	-	-	35.92 (71)	29.13 (8)
Small (4k - 9.9k)	-	-	46.26 (38)	36.00 (1)
F Values[2]				
Size of Inst.			.95	
CSU/USA			.16	
Interaction			.90	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Students			
	Spring			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	41.28 (144)	23.98 (46)	26.06 (16)	15.43 (7)
Medium (10k - 19.9k)	59.82 (45)	38.19 (86)	33.89 (71)	28.88 (8)
Small (4k - 9.9k)	40.43 (44)	49.78 (51)	39.79 (38)	30.00 (1)
F Values[2]				
Size of Inst.	3.33*		1.13	
CSU/USA	5.46*		.58	
Interaction	3.34*		.04	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Meeting Hours Per Week

Fall

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	4.87 (141)	4.39 (46)	3.40 (15)	5.57 (7)
Medium (10k - 19.9k)	6.48 (46)	4.79 (84)	6.81 (68)	3.38 (8)
Small (4k - 9.9k)	6.24 (42)	6.00 (50)	7.39 (36)	12.00 (1)
F Values[2]				
Size of Inst.	3.64*		2.95	
CSU/USA	2.73		.33	
Interaction	.79		2.71	

Winter

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Size of Institution				
Large (>20k)	-	-	2.80 (15)	5.29 (7)
Medium (10k - 19.9k)	-	-	5.22 (68)	4.13 (8)
Small (4k - 9.9k)	-	-	7.19 (36)	12.00 (1)
F Values[2]				
Size of Inst.			6.61**	
CSU/USA			.35	
Interaction			1.65	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Meeting Hours Per Week			
	Spring			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	4.61 (141)	3.98 (46)	3.27 (15)	4.43 (7)
Medium (10k - 19.9k)	6.70 (46)	3.73 (84)	5.09 (68)	5.38 (8)
Small (4k - 9.9k)	6.00 (42)	5.36 (50)	6.22 (36)	12.00 (1)
F Values[2]				
Size of Inst.	4.22**		3.15*	
CSU/USA	9.50**		.72	
Interaction	2.84		.69	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

Number of Units

Fall

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	4.14 (142)	3.19 (43)	3.81 (16)	5.33 (6)
Medium (10k - 19.9k)	5.07 (46)	4.17 (76)	5.29 (70)	3.00 (7)
Small (4k - 9.9k)	5.66 (44)	5.29 (45)	6.94 (35)	-
F Values[2]				
Size of Inst.	8.91***		4.22*	
CSU/USA	5.00*		.49	
Interaction	.25		3.13	

Winter

	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	-	-	3.00 (16)	3.00 (6)
Medium (10k - 19.9k)	-	-	4.33 (70)	3.57 (7)
Small (4k - 9.9k)	-	-	6.97 (35)	-
F Values[2]				
Size of Inst.			12.36***	
CSU/USA			.23	
Interaction			.16	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 4.10

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Units			
	Spring			
	Semester System		Quarter System	
Size of Institution	CSU	USA	CSU	USA
Large (>20k)	3.82 (142)	2.63 (43)	3.56 (16)	2.67 (6)
Medium (10k - 19.9k)	5.22 (46)	3.74 (76)	4.14 (70)	4.43 (7)
Small (4k - 9.9k)	5.07 (44)	4.78 (45)	6.29 (35)	-
F Values[2]				
Size of Inst.	11.41***		6.71*	
CSU/USA	11.71***		.04	
Interaction	1.19		.36	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Chairs' Evaluations of Faculty Satisfaction and Wants

Department chairs were also asked to evaluate the faculty in two areas; first, their satisfaction, and second, their needs and desires. The results were striking. Of nine satisfaction items, six showed significant differences at the .001 level. All six indicated that the CSU faculty were judged by their chairs as more dissatisfied. The largest mean differences were for the "Overall Workload" item and "Teaching Assistance" item. Overall, all faculty appear to be somewhat dissatisfied, according to their chairs, but the CSU faculty are more dissatisfied. Only the "Job Security" item indicated relative satisfaction of both groups.

The "Needs and Desires" items also indicate that faculty at both CSU and USA institutions are judged to want to do less of everything except research and creative activity. The CSU faculty chairs indicated that their faculty would prefer to do less teaching, less university, school, and departmental service, and less administration. They would like to do about the same amount of advising students and community service and more research and creative activity. The USA faculty results are similar; however, their chairs indicated that they would prefer to do significantly less research and creative activity than CSU faculty, significantly more teaching, significantly less advising and significantly less community service.

Table 4.11

CSU Chairs vs. USA Chairs

Reports of Faculty Satisfaction and Wants[1]

	CSU	USA
Satisfaction Scales[2]		
Satisfaction with Workload	11.1	9.7***
Satisfaction with Institutional Support	12.7	11.4***
Want to do More, About the Same, or Less?[3]		
Research/Creative Activity	1.4	1.5*
Teaching	2.7	2.4***
Advising Students	2.2	2.3***
University, School, Departmental Service	2.6	2.5
Community Service	2.1	2.3***
Administration	2.6	2.6

* p. < .05 ** p. < .01 *** p. < .001

[1] All values are expressed as means, and significance levels derived from t-tests.

[2] Satisfaction scales derived from factor analysis of Q. 27. The higher the score the greater the dissatisfaction.

[3] Scale: More = 1, About Same = 2, Less = 3.

V. Findings for Temporary Faculty

Temporary Faculty Hours Worked and Allocation of Time to Activities

Temporary CSU faculty were asked to report the average number of hours per week spent on institutionally-related and outside activities. Then they were asked to break down the institutionally-related time into percentages of their time spent for each of a series of activities: e.g., teaching, advising, university service, etc. Next, they were asked to report on the number of hours employed outside of the institution. Finally, they were asked a series of questions to assess their satisfaction with aspects of their faculty job and their desires for the amounts of time they would like to spend performing various activities.

Average Hours Per Week. Table 5.1 shows the means for the CSU temporary faculty. They spent an average of 24.39 hours per week for all activities for the institution, and a mean of 13.19 hours for other paid activities. They also reported spending an average of 2.41 hours per week on unpaid community service activities. Sixty-six percent reported that they have other employment outside of the university.

Percentage Working Hours for Institution. Temporary faculty reported spending nearly 70 percent of their time for the institution engaging in either teaching (42.90%) or instructionally-related paperwork (27.77).

Tables 5.2 and 5.3 show the breakout by academic rank and size, respectively. There were differences by rank (Lecturers A, B, C, D) with regard to number of hours per week worked for the institution. Specifically, Lecturers B and Lecturers C worked the most hours while Lectures A and D worked the least. With regard to number of hours per week for other paid activities, Lecturers B and C worked similar numbers of hours (approximately 11.5 hours) while Lecturers A worked the most (15.46 hours.) and Lecturers D worked the least (8.72 hours.).

Table 5.2 also shows that percentage of total hours worked for institutions varied among lecturers. Lecturers B reported spending less than 40% of their time and the rest spent between 43.5 and 45%. Percentages of time used for instructional paperwork also range from 21.7% (Lecturers D) to a high of 31.50% (Lecturers B). Finally, percentage of time spent seeking funding was fairly consistent for Lecturers B and C (1.04%) but dropped to .50% for Lecturers A and averaged 1.85% for Lecturers D.

Satisfaction with Job at Institution. Data in Table 5.1 show that there are greater levels of dissatisfaction among temporary faculty regarding institutional support as compared with aspects of their workloads. From Table 5.1 it can also be seen that temporary faculty want to do more research and creative activity than other activities. Table 5.2 shows that Lecturers B and C had relatively greater levels of dissatisfaction with their workloads than Lecturers A and B.

Table 5.2 also contains responses of the CSU temporary faculty regarding their preferences for more, the same or less of three activities. Lecturers B and D want more research and creative activity than the Lecturers A and C. With regard to teaching, Lecturers A and D want more teaching while Lecturers B and C want the same. Relative to Lecturers B and C, Lecturers A and D also reported that they wanted more advising of students.

Table 5.1

CSU Temporary Faculty

Hours Worked and Allocation of Time[1]

Average Hours Per Week - Fall 1989 Term	
All Activities for Institution	24.39 (652)
Other Paid Activities	13.19 (652)
Unpaid Community Service Activities	2.41 (652)
Percentage of Working Hours for Institution	
Teaching, Instructional Supervision, and Guest Lecturing	42.90 (652)
Spent on Instructionally Related Paperwork	27.77 (652)
Research, Scholarship, Preparing or Reviewing Articles or Books, etc.	5.03 (652)
Giving Performances or Exhibitions in the Fine or Applied Arts	.62 (652)
University Service	.67 (652)
School or Departmental Services	2.17 (652)
Administrative Activities	1.31 (652)
Professional Development Activities	5.27 (652)

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[1] All values are expressed as means with frequencies in parentheses.

Table 5.1
CSU Temporary Faculty
Hours Worked and Allocation of Time[1]

Percentage of Working Hours for Institution	
Mentor/Role Model for Students and/or Colleagues	1.99 (652)
Seeking Funding	.85 (652)
Pursuing an Advanced Degree	1.74 (652)
Number of Hours Employed Outside of Institution	
Consulting, Freelance work, Business	1.90 (222)
Another Institution	2.34 (180)
Non-Profit Organization	2.10 (58)
Federal, State, Local Government	3.26 (39)
Satisfaction with Job at Institution[2]	
Satisfaction with Workload	8.98 (425)
Satisfaction with Institutional Workload Support	10.27 (290)

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[1] All values are expressed as means with frequencies in parentheses.

[2] Satisfaction scale derived through factor analysis of response to Q9.

Note: The higher the score, the greater the dissatisfaction.

Table 5.1

CSU Temporary Faculty

Hours Worked and Allocation of Time[1]

	Want to do More, About the Same, or Less?
Research/Creative Activity	1.35 (516)
Teaching	1.82 (637)
Student Advising	1.71 (551)
University, School, and Departmental Service	1.92 (426)
Community Service	1.72 (415)
Administration	2.11 (308)

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[1] All values are expressed as means with frequencies in parentheses

[2] Scale: More = 1, About Same = 2, and Less 3.

Table 5.2

CSU Temporary Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

	# Hrs Per Week Institution	# Hrs Per Week Other Paid Activities	Satisfaction with Workload[2]
Academic Rank			
Lecturer A	20.36 (301)	15.46 (301)	8.72 (83)
Lecturer B	28.41 (215)	11.59 (215)	9.81 (97)
Lecturer C	28.09 (89)	11.76 (89)	9.58 (43)
Lecturer D	24.72 (47)	8.72 (47)	8.00 (15)
F Values[3]			
Academic Rank	11.8***	3.5*	3.7*

	% Tot Instit Wrk Hrs Teach, Instrct, Supvs	% Tot Instit Wrk Hrs Instructionl Paperwrk	% Tot Instit Wrk Hrs Seeking Funding
Academic Rank			
Lecturer A	45.08 (301)	27.21 (301)	.50 (301)
Lecturer B	39.21 (215)	31.50 (215)	1.04 (215)
Lecturer C	43.46 (89)	23.87 (89)	1.03 (89)
Lecturer D	44.70 (47)	21.70 (47)	1.85 (47)
F Values[3]			
Academic Rank	3.34*	6.4***	3.9**

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Satisfaction scales derived through factor analysis of responses to Q.9. Note: The higher the score, the greater the dissatisfaction.

[3] F Value is derived from analysis of variance.

Table 5.2

CSU Temporary Faculty

Hours Worked and Allocation of Time by Academic Rank[1]

	Want More,Same,Less?[2] Resrch/Creatve Actvty	Want More,Same,Less?[2] Teaching	Want More,Same,Less?[2] Advising Students
Academic Rank			
Lecturer A	1.39 (203)	1.69 (203)	1.64 (203)
Lecturer B	1.26 (168)	2.11 (168)	1.76 (168)
Lecturer C	1.39 (64)	1.94 (64)	1.86 (64)
Lecturer D	1.21 (33)	1.67 (33)	1.61 (33)
F Values[3]			
Academic Rank	3.1*	13.3***	4.0**

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Scale: More = 1, About Same = 2 and Less = 3.

[3] F Value is derived from analysis of variance.

Table 5.3

CSU Temporary Faculty

Hours Worked and Allocation of Time by Size of Institution[1]

	# Hrs Per Week Other Paid Activities	% Tot Instit Wrk Hrs University Service
Size of Institution		
Large (>20k)	14.34 (472)	.45 (472)
Medium (10k-19.9k)	11.36 (140)	.59 (140)
Small (4k-9.9k)	10.19 (99)	1.69 (99)
F Values[2]		
Size of Institution	3.2*	4.8**

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Temporary Faculty Research, Creative, and Professional Activity

Table 5.4 presents the means for temporary faculty research, creative, and professional activity for 1988/89 and 1986/87-87/88. The results indicate that temporary faculty are active, but not to the level of CSU permanent faculty. On average, temporary faculty reported about two presentations per year, about one refereed article for every two faculty (.46), and about one research or technical report. Temporary faculty also seemed to publish regularly in the popular media and to participate in all activities listed to some degree.

Generally, size of institution and academic rank make very little difference in the activities of temporary faculty. Table 5.5 shows that Lecturers C and D are more likely to produce a book chapter than Lecturers A and B. Table 5.6 shows that faculty from small institutions are more likely to publish software, but this finding is largely due to a few persons publishing a lot of software.

In sum, whatever distinguishes the activities of temporary faculty is not discernible by examining division by size and rank.

Table 5.4

CSU Temporary Faculty

Research, Creative, and Professional Activities[1]

Activity	1988/89	1986/87 & 87/88
Articles/Creative Work (Refereed)	.46	.70
Articles/Creative Work (Non-refereed)	.30	.46
Articles/Creative Work (Popular Media)	.65	1.13
Published Reviews	.25	.31
Chapters in Edited Volumes	.09	.14
Textbooks	.09	.07
Other Books	.06	.06
Monographs	.04	.06
Research/Technical Reports (Internal)	1.15	1.34
Presentations	2.13	3.44
Juried Exhibitions/ Performances	.36	.48
Non-juried Exhibitions/ Performances	.27	.36
Patents or Copyrights	.13	.20
Computer Software Products	.09	.12

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1. All values are expressed as means.

Table 5.5

CSU Temporary Faculty

Research, Creative, and Professional Activities by Academic Rank[1]

Academic Rank	Book Chapters 1988/89
Lecturer D	.23 (31)
Lecturer C	.37 (52)
Lecturer B	.11 (129)
Lecturer A	.03 (143)
F Value[2]	4.6

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p. < .01

1. All values represent means with frequencies in parentheses.
2. F values derived from analysis of variance.

Table 5.6

CSU Temporary Faculty

Research, Creative, and Professional Activities by Size of Institution[1]

Size of Institution	Computer Software 1988/89
Large (> 20k)	.05 (264)
Medium (10k - 19.9k)	.12 (73)
Small (4k - 9.9k)	.27 (51)
F Value[2]	5.7*

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* p. < .01

[1] All values are expressed as means with frequencies in parentheses.

[2] F values derived from analysis of variance.

CSU Temporary Faculty Teaching Loads and Teaching Activities

Table 5.7 contains the breakdown of CSU temporary faculty teaching loads and teaching-related activities. The information reflects workload by activities related to courses (e.g., number, units, enrollment, preparations), and student contact (i.e., individualized instruction and office hours) for the Fall 1989 term. Ninety-three percent of CSU temporary faculty reported that they were unable or not allowed to serve on student or administrative committees. Of the CSU temporary faculty who did not indicate that they could not serve on committee, no more than fourteen ever reported information on those questions. Therefore, the number of CSU temporary faculty providing information in the area of student and administrative committee workload was too small to analyze.

As shown in Table 5.7, CSU temporary faculty during the Fall 1989 term, taught on average a substantial number of courses (2.47), students (74.02), and number of units (6.97), and met approximately nine hours per week.[1] CSU temporary faculty prepared just under two courses for the Fall term (1.86) and about one half of those preparations were new preparations (.82). CSU temporary faculty worked on average with approximately three lower division (2.91) and three upper division (2.75) undergraduate students and fewer than one (.84) graduate students during this term. CSU temporary faculty reported on average just under three (2.87) required office hours per week and were available to students approximately five-and-one-half (5.57) hours per week.

Table 5.8 presents the breakdown of CSU temporary faculty teaching loads and teaching activities across academic rank. The results indicate that Lecturers C taught the most courses, had the most meeting hours per week, and taught the most units, followed by Lecturers B, Lecturers D and Lecturers A. On average, Lecturers D, C, and B prepared at least two courses; while those of Lecturer A rank prepared about one-and-two-thirds courses. There are no differences in new course preparations or in individualized instruction for lower division undergraduate students. For upper division undergraduate students, Lecturers D reported seeing the largest number of students (3.66), followed by Lecturers B (3.44), Lecturers C (3.32), and Lecturers

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[1] Tabled numbers represent the mean number of the category (e.g., course, units). The Temporary Faculty Questionnaire is included in Appendix C. Questions 12 through 18 contain the exact wording of the questions that produced the reported data.

A (2.12). While Lecturers D and B reported working with more students, Lecturers C reported the most time spent (2.21), followed by the Lecturers B (1.68), Lecturers D (1.23), and Lecturers A (1.04). Lecturers C reported the largest number of required office hours (3.46), followed by Lecturers B (3.41), Lecturers D (2.64), and Lecturers A (2.51).

As Table 5.9 shows, there were very few significant differences among CSU temporary faculty across size of institution. Those in medium-size institutions reported a significantly larger number of meeting hours per week (10.92 compared to 8.49 and 8.80 for the largest and smallest institutions, respectively). For CSU temporary faculty, there is a significant inverse relationship between size of institution and number of units, number of new course preparations, and the number of required office hours. As size of institution decreases, number of units taught, number of new courses prepared, and number of required office hours increase.

Table 5.7

CSU Temporary Faculty

Teaching Loads and Teaching Activities[1]

Number of Courses	2.47
Number of Students	74.02
Number of Meeting Hours Per Week	9.01
Number of Units	6.97
Number of Different Preparations	1.86
Number of New Preparations	.82
Number of Lower Division Students Receiving Individualized Instruction	2.91
Number of Hours of Individual Instruction/Lower Division Students	1.22
Number of Upper Division Students Receiving Individualized Instruction	2.75
Number of Hours of Individual Instruction/Upper Division Students	1.38
Number of Graduate Students Receiving Individualized Instruction	.84
Number of Hours of Individualized Instruction/Graduate Students	.44
Number of Office Hours Required Per Week	2.87
Number of Additional Office Hours Available to Students	5.57

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[1] All values are expressed as means with frequencies in parentheses.

Table 5.8

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Courses	Number of Students	Number of Meeting Hours Per Week	Number of Units
Academic Rank				
Lecturer D	2.37 (43)	65.56 (43)	8.88 (43)	6.67 (43)
Lecturer C	3.00 (85)	85.94 (85)	10.24 (85)	8.11 (85)
Lecturer B	2.75 (208)	90.94 (208)	9.61 (208)	8.03 (208)
Lecturer A	2.21 (291)	62.51 (291)	8.47 (291)	6.16 (291)
F Values[2]				
Academic Rank	10.10***	8.41***	1.56	11.39***

	Number of Different Preparations	Number of New Preparations	Number of Lower Division Students Receiving Individualized Instruction	Number of Hours of Individualized Instruction/Lower Division Students
Academic Rank				
Lecturer D	2.00 (45)	.78 (45)	4.16 (45)	1.04 (45)
Lecturer C	2.06 (85)	.72 (85)	2.28 (85)	1.11 (85)
Lecturer B	2.07 (208)	.94 (208)	2.70 (208)	1.00 (208)
Lecturer A	1.66 (287)	.75 (287)	2.89 (287)	1.45 (287)
F Values[2]				
Academic Rank	6.06***	1.84	1.13	1.24

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 5.8

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Academic Rank[1]

	Number of Upper Division Students Receiving Individualized Instruction	Number of Hours of Individualized Instruction/Upper Division Students	Number of Graduate Students Receiving Individualized Instruction	Number of Hours of Individualized Instruction/ Graduate Students
Academic Rank				
Lecturer D	3.66 (47)	1.23 (47)	.91 (47)	.40 (47)
Lecturer C	3.32 (85)	2.21 (85)	.75 (85)	.46 (85)
Lecturer B	3.44 (212)	1.68 (212)	1.01 (212)	.61 (212)
Lecturer A	2.12 (293)	1.04 (293)	.57 (293)	.29 (293)
F Values[2]				
Academic Rank	2.74*	3.36*	1.29	2.80*

	Number of Office Hours Required Per Week	Number of Additional Office Hours Available to Students
Academic Rank		
Lecturer D	2.64 (44)	6.23 (44)
Lecturer C	3.46 (76)	6.55 (76)
Lecturer B	3.41 (197)	5.75 (197)
Lecturer A	2.51 (263)	5.00 (263)
F Values[2]		
Academic Rank	8.55***	1.13

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 5.9

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Courses	Number of Students	Number of Meeting Hours Per Week	Number of Units
Size of Institution				
Large (>20k)	2.43 (449)	77.05 (449)	8.49 (449)	6.74 (449)
Medium (10k - 19.9k)	259 (138)	74.25 (138)	10.92 (138)	7.39 (138)
Small (4k - 9.9k)	2.59 (94)	63.00 (94)	8.80 (94)	7.73 (94)
F Values[2]				
Size of Inst.	.92	1.70	5.36**	3.19*

	Number of Different Preparations	Number of New Preparations	Number of Lower Division Students Receiving Individualized Instruction	Number of Hours of Individualized Instruction/Lower Division Students
Size of Institution				
Large (>20k)	1.82 (449)	.75 (449)	2.68 (449)	1.25 (449)
Medium (10k - 19.9k)	1.92 (136)	.93 (136)	3.60 (136)	1.30 (136)
Small (4k - 9.9k)	2.04 (94)	.99 (94)	2.78 (94)	1.02 (94)
F Values[2]				
Size of Inst.	1.58	3.31*	1.22	.34

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 5.9

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Size of Institution[1]

	Number of Upper Division Students Receiving Individualized Instruction	Number of Hours of Individualized Instruction/Upper Division Students	Number of Graduate Students Receiving Individualized Instruction	Number of Hours of Individualized Instruction/ Graduate Students
Size of Institution				
Large (>20k)	3.07 (460)	1.45 (460)	.83 (460)	.50 (460)
Medium (10k - 19.9k)	2.28 (137)	1.44 (137)	.76 (137)	.33 (137)
Small (4k - 9.9k)	1.88 (96)	.94 (96)	1.00 (96)	.27 (96)
F Values[2]				
Size of Inst.	2.28	.99	.20	2.04

	Number of Office Hours Required Per Week	Number of Additional Office Hours Available to Students
Size of Institution		
Large (>20k)	2.79 (411)	5.35 (411)
Medium (10k - 19.9k)	3.23 (124)	5.73 (124)
Small (4k - 9.9k)	3.20 (86)	6.09 (86)
F Values[2]		
Size of Inst.	2.87*	.42

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

VI. Gender Differences in Faculty Workload

Gender Differences in Hours Worked Per Week, and Percentage of Hours Worked Per Week, in Institutionally-Related Activities

Table 6.1 presents the means, number of respondents, and F values for number of hours worked, and percentage of time worked in various institutionally-related activities. Findings are presented for men and women faculty across the CSU/USA division. The first set of statistics presents the means for number of hours worked for the institution. The effect of gender is statistically significant. Women report working about an hour more per week than men.

The second entry in Table 6.1 presents the number of hours worked per week in other paid activities. Men report working about three hours per week in outside paid activities while women report working slightly more than two. This difference is statistically significant. There are no significant differences across institutions.

Both men and women provide about 3 hours of unpaid community service activity per week, but CSU faculty provide significantly more of this activity than USA faculty.

There are significant differences by both gender and institution in the percentage of time spent in teaching and teaching-related activities. All faculty report spending from 29.6% to 32.7% of their time on this activity; however, men report spending more time on this activity than women, and CSU faculty report spending more time than USA faculty.

There are no gender differences in the percentage of time spent on advising and recruitment; however, CSU faculty spend significantly more time (about 2% more) on this activity than USA faculty.

There are no gender differences in the amount of time spent on institutionally related paperwork; however, the CSU faculty spend significantly more time on this activity than the USA faculty.

There are both gender differences and CSU/USA differences in the percentage of time spent on research and scholarship. Men spend significantly greater percentages of their time on scholarship related activities than women, and USA faculty spend about 5-7% more time on these activities than CSU faculty (12.7% vs. 19.5% for men, and 12.2% vs. 17.2% for women).

There are no gender differences in the percentage of time spent on performances and exhibitions in the fine arts; however, USA faculty spend a significantly greater percentage of their time in these activities than CSU faculty.

Women and CSU faculty spend a greater percentage of their time in university service than do men and members of the USA faculty. Though these differences represent less than one percentage point, Table 6.1 indicates that these differences are statistically significant.

There are no significant differences by gender or CSU/USA grouping in the percentage of time spent in school and department service.

Women in the CSU spend significantly more time than men in administrative activities not related to university, school, and department service. Conversely, men in USA institutions spend significantly more time than women in these activities.

There are no significant differences in the percentage of time spent in professional development activities and activities to remain current in one's field.

Women spend significantly more time serving as a mentor/role model than men in both the CSU and USA institutions.

There are no gender differences in the percentage of time spent seeking funding; however, USA faculty spend significantly more time in this activity than CSU faculty.

Women spend significantly more time seeking an advanced degree than men in both the CSU and USA institutions.

The last page of Table 5.1 presents the means, number of respondents, and F values for faculty beliefs regarding their desired use of time and for two scales created to assess workload issues and support issues.

There are no gender differences in the desire to do more or less research and creative activity. Faculty from CSU institutions are interested in doing significantly more research and creative activity than faculty from USA institutions.

Conversely, faculty from the CSU want to do significantly less teaching than faculty from USA institutions.

There are no significant differences in the desire to do more or less advising across gender or institution.

Women, who have been shown to spend a significantly greater percentage of time in university service than men, state that they would want to do less, to a significantly greater degree than men.

Men and members of USA institutions would like to do less community service than they are now involved in; however, all means are quite close to the median value of 2, indicating that they would like things to remain about the same.

All groups indicate that they would like to do less administration; however, CSU faculty indicate this to a greater extent than USA faculty.

There are large differences across both gender and CSU/USA grouping in responses to the scale created from the general workload questions. Women are significantly more dissatisfied than men, and CSU faculty are significantly more dissatisfied than USA faculty.

There are also strong gender and CSU/USA differences in the general issue of institutional support. Women are more dissatisfied than men, and CSU faculty are more dissatisfied than USA faculty. Women from the CSU proved to the most dissatisfied of any group, scoring 12.7 out of a possible 16, which would represent the highest possible level of dissatisfaction.

Gender Differences in Faculty Research and Creative Activity

Table 6.2 presents the means, number of respondents and F values for faculty research and creative activity, by gender and CSU/USA grouping. Two time periods are represented, the 1988-89 academic year and the academic years 1986-87 and 87-88.

USA faculty publish significantly more in refereed professional journals. There is a significant effect of gender for the 1986-87/87-88 time period, but not the 1988-89 academic year. Men published about 1/4 more articles over the two-year period, but for the most recent time period the differences were extremely small.

Gender differences in publications in non-refereed professional journals exist for only the 1988-89 academic year, during which men published slightly more. There were no CSU/USA differences in non-refereed journal publications.

There were no gender or CSU/USA differences in publications in the popular media, in published reviews, in chapters in edited volumes, or in book publications for either time period.

There were also no CSU/USA differences in textbook and monograph production for either time period. Men did produce significantly more textbooks (about .4 more) than women during the 1986-87/87-88 time period. Men also produced significantly more monographs than women during both time periods; however, a significant interaction is shown for the 1988-89 time period. CSU women produced an average of .04 monographs during this period. USA women produced .10, slightly more than the .08 produced by USA men. The main effect of gender exists because of the large number of CSU males (1,026) and relatively high production of monographs for this group (.13).

There are no gender differences in the number of technical reports produced, but CSU faculty produced significantly more of these reports than USA faculty during both time periods.

Women produced significantly more presentations at conferences and workshops than men during both time periods.

There are no gender differences in juried or non-juried exhibitions and performances in the fine or applied arts during both time periods; however, one significant interaction effect is shown. For the 1988-89 time period, CSU men produced more of this kind of activity than CSU women, but USA women produced more of this kind of activity than USA men. Faculty at USA institutions produced significantly more non-juried exhibitions and performances than CSU faculty during both time periods.

Finally, there are no institutional differences in patents, copyrights, or software products produced during both time periods. Men produced significantly more software products than women during both time periods.

Gender Differences in Teaching Loads, Teaching Activities and Service Related Activities

Tables 6.3 and 6.4 present an analysis of gender differences in teaching loads, teaching activities and service related activities for both quarter system faculty (Table 6.3) and semester system faculty (Table 6.4).

There are no gender differences in the number of new preparations or different preparations taught by either semester system faculty or quarter system faculty. CSU faculty consistently teach a significantly greater number of different preparations, but not new preparations, than USA faculty.

There are a number of significant differences, by both gender and institution in the number of lower division, upper division, and graduate students receiving individualized instruction, and in the number of hours spent with these students. For quarter system faculty, males from the CSU see more lower division students than female CSU faculty. The pattern is reversed for USA faculty, where females see more lower division students. For semester system faculty, females see more graduate students than males, but there are no other gender differences for number of students or hours spent with these students for quarter or semester system faculty.

CSU faculty, both quarter and semester system, see significantly more upper division students and spend significantly more time with these students than USA faculty.

There are no significant differences in the number of graduate thesis committees served on or chaired.

For quarter system faculty there are no significant differences in the number of undergraduate thesis committees or comprehensive exam committees, served on or chaired. There are a number of differences for semester system faculty. Semester system faculty from the USA serve on and chair significantly more undergraduate thesis and comprehensive exam committees than CSU faculty.

USA faculty, both quarter and semester system, hold more office hours and more additional office hours than CSU faculty. Males also hold significantly more office hours than females across all comparisons.

There are generally no gender differences in the number of courses taught, the number of course meeting hours per week or the number of enrollments. The only exception is that male semester system faculty had higher enrollments in the Fall of 1988.

There are, however, a number of CSU/USA differences in the number of courses taught, the number of course meeting hours per week, and the number of enrollments. CSU faculty generally teach significantly more courses, more units, more students, and meet more hours per week than USA faculty.

For semester system faculty there are consistent gender differences in department, school and university service, while these differences do not exist for quarter system faculty. Semester system women report more service in almost every comparison.

CSU faculty report more department service, but school service depends on whether one examines semester or quarter system faculty. For semester system faculty, USA faculty members report more school committee service, but for quarter system faculty, CSU faculty report more school committee service.

There are differences in university committee service for semester system faculty only. Females and members of USA faculties serve on significantly more school committees than males or members of the CSU.

Table 6.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time By Gender[1]

	# Hrs Wk for Institution		# Hrs Wk for Other Paid Activities	
	CSU	USA	CSU	USA
Gender				
Females	48.85 (694)	47.61 (468)	2.31 (694)	1.95 (468)
Males	47.35 (1237)	46.64 (608)	2.87 (1237)	3.19 (608)
F Values[2]				
Gender	7.32**		16.91***	
CSU/USA	3.59		.05	
Interaction	.244		2.75	

	# Hrs Wk of Unpaid Community Service/Activities		% Tot Instit Wrk Hrs on Teaching, Instructional Supervision, Guest	
	CSU	USA	CSU	USA
Gender				
Females	3.03 (694)	2.69 (468)	30.69 (694)	29.61 (468)
Males	2.97 (1237)	2.59 (608)	32.67 (1237)	30.65 (608)
F Values[2]				
Gender	.203		7.07**	
CSU/USA	4.66*		6.91**	
Interaction	.02		.56	

	% Tot Instit Wrk Hrs on Advising Recruiting		% Tot Instit Wrk Hrs on Instructionally Related Paperwork	
	CSU	USA	CSU	USA
Gender				
Females	9.24 (694)	7.13 (468)	20.08 (695)	17.46 (481)
Males	8.72 (1237)	6.89 (608)	20.26 (1238)	16.96 (622)
F Values[2]				
Gender	2.36		.03	
CSU/USA	49.42***		38.17***	
Interaction	2.38		.46	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Gender[1]

	% Tot Instit Wrk Hrs on Research Scholarships, Articles		% Tot Instit Wrk Hrs on Performances/ Exhibit Fine Arts	
	CSU	USA	CSU	USA
Gender				
Females	12.19 (695)	17.19 (481)	.54 (695)	1.35 (481)
Males	12.74 (1238)	19.51 (622)	.61 (1238)	1.29 (622)
F Values[2]				
Gender	5.71*		.02	
CSU/USA	136.36***		24.71***	
Interaction	2.80		.19	

	% Tot Instit Wrk Hrs on University Service		% Tot Instit Wrk Hrs on School/ Department Service	
	CSU	USA	CSU	USA
Gender				
Females	4.66 (695)	4.48 (481)	7.21 (695)	6.59 (481)
Males	4.34 (1238)	3.61 (622)	6.59 (1238)	6.54 (622)
F Values[2]				
Gender	5.58*		2.60	
CSU/USA	5.01*		1.30	
Interaction	1.37		1.23	

	% Tot Instit Wrk Hrs on Administration Activities Not Included		% Tot Instit Wrk Hrs on Other Professional Activity	
	CSU	USA	CSU	USA
Gender				
Females	3.49 (696)	2.77 (480)	5.94 (696)	5.79 (480)
Males	2.49 (1239)	2.91 (621)	6.32 (1239)	5.98 (621)
F Values[2]				
Gender	4.34*		1.91	
CSU/USA	.02		1.42	
Interaction	4.12*		.19	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Gender[1]

	% Tot Instit Wrk Hrs as Mentor/ Role Model-Students Colleagues		% Tot Instit Wrk Hrs on Seeking Funding, Proposal	
	CSU	USA	CSU	USA
Gender				
Females	2.44 (696)	2.58 (480)	1.94 (696)	2.33 (480)
Males	1.61 (1239)	1.91 (621)	1.75 (1239)	2.30 (621)
F Values[2]				
Gender	21.13***		.829	
CSU/USA	2.43		11.00***	
Interaction	.322		.30	

	% Tot Instit Wrk Hrs Pursuing an Advanced Degree		Want to do More/Less Research, Creative Activity	
	CSU	USA	CSU	USA
Gender				
Females	.87 (696)	.88 (480)	1.20 (622)	1.31 (402)
Males	.34 (1239)	.43 (621)	1.24 (1096)	1.34 (515)
F Values[2]				
Gender	15.67***		2.34	
CSU/USA	.20		23.83***	
Interaction	.13		.12	

	Want to do More/Less Teaching		Want to do More/Less Advising Students	
	CSU	USA	CSU	USA
Gender				
Females	2.50 (622)	2.31 (402)	2.04 (622)	2.07 (402)
Males	2.51 (1096)	2.26 (515)	2.02 (1096)	2.06 (515)
F Values[2]				
Gender	.19		.997	
CSU/USA	81.99***		3.50	
Interaction	1.43		.15	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Gender[1]

	Want to do More/Less University, School, Department Service		Want to do More/Less Community Service	
	CSU	USA	CSU	USA
Gender				
Females	2.44 (622)	2.45 (402)	1.89 (622)	1.95 (402)
Males	2.41 (1096)	2.35 (515)	1.95 (1096)	1.99 (515)
F Values[2]				
Gender	5.27*		4.74*	
CSU/USA	1.95		4.18*	
Interaction	1.96		.11	

	Want to do More/Less Administration		Satisfaction with Workload	
	CSU	USA	CSU	USA
Gender				
Females	2.47 (368)	2.36 (266)	11.38 (368)	10.39 (266)
Males	2.45 (709)	2.39 (306)	10.81 (709)	9.35 (360)
F Values[2]				
Gender	.002		31.61***	
CSU/USA	6.71**		90.41***	
Interaction	.46		2.89	

	Satisfaction with Institutional Workload Support	
	CSU	USA
Gender		
Females	12.70 (368)	11.92 (266)
Males	12.15 (709)	10.93 (360)
F Values[2]		
Gender	25.67***	
CSU/USA	54.40***	
Interaction	2.34	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Gender[1]

Published Articles/Creative Work

	Refereed				Non-refereed			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.86 (619)	1.22 (442)	1.26 (619)	1.91 (442)	.37 (619)	.47 (442)	.59 (619)	.77 (442)
Males	.89 (1025)	1.34 (568)	1.53 (1025)	2.20 (568)	.50 (1025)	.59 (568)	.83 (1025)	.79 (568)
F Values[2]								
Gender	1.05		6.02*		5.20*		2.96	
CSU/USA	40.81***		34.03***		2.87		.32	
Interaction	.49		.01		.002		1.42	

	Popular Media				Published Reviews			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.46 (619)	.63 (443)	.68 (619)	.61 (443)	.38 (619)	.61 (443)	.55 (619)	.86 (443)
Males	.37 (1026)	.58 (570)	.65 (1026)	.91 (570)	.41 (126)	.43 (570)	.60 (1026)	.66 (570)
F Values[2]								
Gender	.25		.55		.59		.32	
CSU/USA	2.99		.74		2.13		3.23	
Interaction	.00		1.21		2.17		1.66	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance

Table 6.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Gender[1]

Published Articles/Creative Work

	Chapters in Edited Volumes				Textbooks			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.23 (619)	.25 (442)	.34 (619)	.30 (442)	.07 (619)	.06 (442)	.06 (619)	.06 (442)
Males	.22 (1024)	.22 (568)	.26 (1024)	.29 (568)	.08 (1024)	.08 (568)	.12 (1024)	.07 (568)
F Values[2]								
Gender	.28		.49		1.54		4.91*	
CSU/USA	.01		.001		.02		2.11	
Interaction	.18		.24		.40		1.57	

	Other Books				Monographs			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.09 (618)	.09 (439)	.07 (618)	.09 (439)	.04 (618)	.10 (439)	.07 (618)	.08 (439)
Males	.09 (1026)	.07 (567)	.10 (1026)	.08 (567)	.13 (1026)	.08 (567)	.15 (1026)	.10 (567)
F Values[2]								
Gender	.27		.52		4.76*		4.83*	
CSU/USA	.30		.13		.10		.84	
Interaction	.34		1.33		4.87*		1.35	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Gender[1]

Published Articles/Creative Work

	Research/Technical Reports				Presentations at Conferences, Workshops			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.74 (619)	.47 (443)	1.09 (619)	.65 (443)	2.38 (619)	2.53 (443)	4.21 (619)	4.39 (443)
Males	.77 (1026)	.64 (570)	1.39 (1026)	.95 (570)	2.01 (1026)	2.17 (570)	3.22 (1026)	3.82 (570)
F Values[2]								
Gender	1.09		3.66		6.60**		12.37***	
CSU/USA	4.68*		7.46**		1.14		3.29	
Interaction	.68		.00		.00		.75	

	Juried Exhibitions/Performances				Non-juried Exhibitions/Performances			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.70 (619)	.16 (440)	.22 (619)	.26 (440)	.19 (619)	.43 (440)	.22 (619)	.79 (440)
Males	.42 (1026)	.49 (571)	.29 (1026)	.57 (571)	.29 (1026)	.41 (571)	.55 (1026)	.70 (571)
F Values[2]								
Gender	.08		2.99		.46		1.31	
CSU/USA	1.40		3.49		4.31*		4.85*	
Interaction	3.19*		1.37		.61		2.01	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Gender[1]

Published Articles/Creative Work

	Patents/Copyrights				Computer Software			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.04 (618)	.03 (441)	.06 (618)	.06 (441)	.05 (618)	.04 (441)	.06 (618)	.03 (441)
Males	.07 (1026)	06 (571)	.06 (1026)	.04 (571)	.18 (1026)	.09 (571)	.18 (1026)	.14 (571)
F Values[2]								
Gender	2.17		.14		9.85**		15.90***	
CSU/USA	.29		.42		2.80		1.68	
Interaction	.02		.25		1.45		.11	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Gender[1]

	Different Preparations					
	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	2.20 (182)	2.00 (54)	2.20 (182)	2.02 (54)	2.03 (182)	2.06 (54)
Males	3.13 (350)	1.87 (70)	2.11 (351)	1.84 (70)	2.03 (351)	1.60 (70)
F Values[2]						
Gender	.8		1.55		1.32	
CSU/USA	4.98*		4.47*		5.50	
Interaction	.09		1.58		4.70*	

	New Preparations					
	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	.74 (182)	.54 (54)	.56 (182)	.48 (54)	.53 (182)	.43 (54)
Males	.61 (351)	.51 (70)	.58 (351)	.47 (70)	.52 (351)	.44 (70)
F Values[2]						
Gender	2.13		.04		.001	
CSU/USA	2.62		1.52		1.77	
Interaction	.33		.03		.03	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance

Table 6.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Gender[1]

Number of Students Receiving Individualized Instruction

	Lower Division Number of Students		Lower Division Number of Hours		Upper Division Number of Students		Upper Division Number of Hours	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	2.47 (182)	3.89 (54)	1.29 (182)	1.61 (54)	4.03 (182)	2.19 (54)	3.03 (182)	1.50 (54)
Males	3.62 (351)	1.57 (70)	2.03 (351)	1.56 (70)	4.19 (351)	2.66 (70)	3.27 (351)	2.17 (70)
F Values[2]								
Gender	.50		2.52		.18		.46	
CSU/USA	.62		.10		6.92**		4.51*	
Interaction	4.92*		.77		.06		.12	

	Number of Students Receiving Individualized Instruction				Thesis Committees			
	Graduate Students Number of Students		Graduate Students Number of Hours		Graduate		Graduate Chair	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	2.23 (182)	1.37 (54)	2.69 (182)	1.26 (54)	1.20 (182)	.94 (54)	.87 (182)	.87 (54)
Males	1.85 (351)	1.39 (70)	2.23 (351)	2.00 (70)	1.09 (351)	1.57 (70)	.82 (351)	.66 (70)
F Values[2]								
Gender	.41		.09		.03		.20	
CSU/USA	1.25		.90		.44		.16	
Interaction	.12		.54		1.87		.11	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Gender[1]

	Thesis Committees				Comprehensive Exams			
	Undergraduate		Undergraduate Chair		As Member		As Chair	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.29 (182)	.11 (54)	.41 (182)	.04 (54)	.85 (182)	1.19 (54)	.13 (182)	.65 (54)
Males	.60 (351)	.63 (70)	.67 (351)	.49 (70)	1.02 (351)	.96 (70)	.48 (351)	.43 (70)
F Values[2]								
Gender	2.97		2.21		.11		2.11	
CSU/USA	.05		1.11		.09		.92	
Interaction	.16		.14		.33		2.02	

	Office Hours			
	Required		Additional	
	CSU	USA	CSU	USA
Gender				
Females	4.45 (182)	5.00 (54)	6.35 (182)	7.72 (54)
Males	4.68 (351)	5.50 (70)	8.78 (351)	10.76 (70)
F Values[2]				
Gender	1.23		15.17***	
CSU/USA	5.02*		4.60*	
Interaction	.18		.14	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Gender[1]

Course Data: Number of Courses

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	2.59 (177)	2.09 (53)	2.51 (177)	2.00 (54)	2.22 (177)	2.09 (53)
Males	2.59 (348)	2.19 (67)	2.44 (347)	2.16 (69)	2.20 (348)	1.93 (67)
F Values[2]						
Gender	.03		.08		.30	
CSU/USA	14.08***		10.48***		4.06*	
Interaction	.19		1.00		.50	

Course Data: Enrollment

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	78.53 (177)	67.68 (53)	68.86 (177)	67.09 (54)	60.20 (177)	72.17 (53)
Males	79.28 (348)	64.64 (67)	68.43 (347)	64.51 (69)	61.63 (348)	47.88 (67)
F Values[2]						
Gender	.00		.04		.75	
CSU/USA	3.84*		.31		.30	
Interaction	.08		.04		5.63*	

Course Data: Meeting Hours/Week

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	10.77 (157)	9.76 (43)	10.21 (170)	9.21 (47)	9.92 (157)	10.24 (46)
Males	10.89 (321)	9.40 (58)	10.41 (331)	9.14 (63)	9.17 (321)	8.60 (65)
F Values[2]						
Gender	.002		.09		3.45	
CSU/USA	4.32*		3.52		.10	
Interaction	.15		.05		.50	

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*p <.05 **p <.01 ***p <.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Gender[1]

Course Data: Number of Units

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	9.64	7.72	9.35	7.19	8.62	8.20
	(157)	(46)	(170)	(47)	(157)	(46)
Males	9.57	7.79	8.98	7.62	8.08	6.72
	(321)	(58)	(331)	(63)	(321)	(58)
F Values[2]						
Gender	.01		.38		4.18*	
CSU/USA	15.28***		14.94***		4.80*	
Interaction	.02		.81		1.10	

Department Committee Service

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	2.21	1.61	2.24	1.59	2.22	1.59
	(182)	(54)	(182)	(54)	(182)	(54)
Males	2.05	1.79	2.03	1.73	2.06	1.67
	(351)	(70)	(351)	(70)	(351)	(70)
F Values[2]						
Gender	.47		1.00		.77	
CSU/USA	5.48*		6.78**		9.84**	
Interaction	.94		.99		.57	

School Committee Service

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	.94	.74	.90	.69	.96	.81
	(182)	(54)	(182)	(54)	(182)	(54)
Males	.87	.67	.93	.57	.94	.61
	(351)	(70)	(351)	(70)	(351)	(70)
F Values[2]						
Gender	.78		.002		.41	
CSU/USA	4.09*		8.68**		5.90*	
Interaction	.00		.46		.79	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Gender[1]

	University Committee Service					
	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Gender						
Females	1.02 (182)	.72 (54)	1.06 (177)	.69 (54)	1.10 (182)	.74 (54)
Males	.94 (351)	.81 (70)	.91 (347)	.78 (69)	1.10 (351)	.74 (70)
F Values[2]						
Gender	.21		.93		1.52	
CSU/USA	2.29		3.53		3.59	
Interaction	.45		.95		.72	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Gender[1]

	Different Preparations				New Preparations			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	2.53 (499)	2.33 (412)	2.38 (499)	2.09 (412)	.81 (499)	.74 (412)	.65 (499)	.61 (412)
Males	2.59 (838)	2.35 (533)	2.45 (838)	2.12 (533)	.68 (838)	.63 (533)	.59 (838)	.59 (533)
F Values[2]								
Gender	.63		.83		8.13**		1.42	
CSU/USA	20.50***		33.17***		2.25		.23	
Interaction	.12		.12		.08		.14	

Number of Students Receiving Individualized Instruction

	Lower Division Number of Students		Lower Division Number of Hours		Upper Division Number of Students		Upper Division Number of Hours	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	2.50 (498)	2.78 (412)	1.21 (498)	1.56 (412)	4.09 (498)	3.14 (412)	2.73 (498)	2.11 (412)
Males	2.54 (837)	2.95 (533)	1.47 (837)	1.46 (533)	4.14 (837)	3.43 (533)	3.15 (837)	2.27 (533)
F Values[2]								
Gender	.08		.46		.21		1.56	
CSU/USA	1.08		.70		5.95*		9.89**	
Interaction	.03		1.29		.13		.27	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Gender[1]

	Number of Students Receiving Individualized Instruction				Thesis Committees			
	Graduate Students Number of Students		Graduate Students Number of Hours		Graduate		Graduate Chair	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	2.57 (499)	2.29 (412)	2.58 (499)	2.17 (412)	1.51 (499)	1.72 (412)	1.04 (499)	1.16 (412)
Males	2.21 (838)	1.79 (533)	2.09 (838)	2.31 (533)	1.47 (838)	1.67 (533)	.95 (838)	.93 (533)
F Values[2]								
Gender	4.95*		1.11		.17		2.44	
CSU/USA	3.76		.03		3.62		.12	
Interaction	.16		2.12		.003		.56	

	Thesis Committees				Comprehensive Exams			
	Undergraduate		Undergraduate Chair		As Member		As Chair	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.15 (499)	.62 (412)	.12 (499)	.37 (412)	.92 (499)	1.59 (412)	.48 (499)	.72 (412)
Males	.24 (838)	.44 (533)	.26 (838)	.35 (533)	.64 (838)	1.11 (533)	.25 (838)	.54 (533)
F Values[2]								
Gender	.04		1.36		7.78**		5.04*	
CSU/USA	6.77**		6.92**		17.80***		8.57**	
Interaction	1.13		1.78		.59		.08	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Gender[1]

	Office Hours				Course Data: Number of Courses			
	Required		Additional		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	4.31 (499)	4.73 (412)	6.66 (499)	8.88 (412)	3.16 (477)	2.70 (403)	2.94 (477)	2.40 (403)
Males	4.44 (838)	4.81 (533)	8.26 (838)	10.46 (533)	3.26 (819)	2.72 (523)	3.05 (819)	2.44 (523)
F Values[2]								
Gender	.74		22.34***		1.33		1.79	
CSU/USA	10.10**		43.56***		75.65***		100.29***	
Interaction	.02		.001		.44		.29	

	Course Data: Enrollment				Course Data: Meeting Hours/Week			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	85.96 (477)	81.23 (403)	79.32 (477)	68.13 (403)	10.85 (433)	9.29 (374)	10.21 (433)	8.05 (374)
Males	95.58 (819)	82.42 (523)	85.76 (819)	64.81 (523)	10.93 (760)	9.17 (465)	10.37 (760)	8.23 (465)
F Values[2]								
Gender	5.24*		.78		.001		.36	
CSU/USA	14.06***		45.65***		37.46***		57.14***	
Interaction	2.54		3.6337		.13		.00	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 6.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Gender[1]

	Course Data: Number of Units				Department Committee Service			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	8.97 (433)	7.71 (374)	8.42 (433)	6.70 (374)	2.25 (499)	2.08 (412)	2.23 (499)	1.87 (412)
Males	9.19 (760)	7.48 (465)	8.66 (760)	6.73 (465)	2.01 (838)	2.06 (533)	1.99 (838)	1.88 (533)
F Values[2]								
Gender	.03		.74		5.34*		3.96*	
CSU/USA	80.96***		111.40***		.53		10.16***	
Interaction	1.63		.36		3.01		3.52	

	School Committee Service				University Committee Service			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Gender								
Females	.82 (499)	1.07 (412)	.82 (499)	.98 (412)	1.08 (499)	1.26 (412)	1.13 (499)	1.16 (412)
Males	.77 (838)	.81 (533)	.76 (838)	.75 (533)	.86 (838)	.95 (533)	.85 (838)	.910 (533)
F Values[2]								
Gender	8.57**		7.60**		18.29***		20.25***	
CSU/USA	6.54*		1.66		4.57*		.66	
Interaction	4.71*		3.10		.63		.04	

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*p.< .05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

VII. Ethnic Differences in Faculty Workload

Ethnic Differences in Hours Worked Per Week, and Percentage of Hours Worked Per Week, in Institutionally-Related Activities

Table 7.1 presents the means, number of respondents, and F values for number of hours worked, and percentage of time worked in various institutionally-related activities. Findings are presented for White, Hispanic, Afro-American and Asian faculty across the CSU/USA division. The first set of statistics presents the means for number of hours worked for the institution. The effect of ethnicity and the institutional difference are both statistically significant. Asian and White faculty from the CSU work 2-3 more hours per week than their counterparts from the USA institutions. Hispanic and Afro-American faculty from the CSU report working less hours than their counterparts from USA institutions. The difference for Asians is quite small; however, the Hispanic faculty from USA institutions report working more than 51 hours per week, 4 more hours than Hispanic faculty from the CSU.

There is a clear and statistically significant pattern in the number of hours worked per week for other paid activities, and for hours of community service activity. Asians work the least, Whites second, Hispanics third, and Afro-Americans work the most.

Main effects for ethnicity were found for instructionally-related paperwork, research and scholarship, professional development activities, mentoring, and seeking funding. Hispanics and Afro-Americans tend to spend less time with instructionally-related paperwork, while Whites and Asians spend more. Similarly, Hispanics and Afro-Americans spend fewer hours involved in professional development activities and more hours mentoring students and/or colleagues than White or Asian faculty. Finally, minority faculty appear to spend more time than White faculty seeking funding.

There are also CSU/USA differences which influence the patterns of ethnic differences. CSU faculty spend a greater percentage of their time with teaching, instructional supervision, and guest lecturing than USA faculty. CSU faculty also spend a greater percentage of their time advising and recruiting and with instructionally-related paperwork. USA faculty spend a greater percentage of their time on research and scholarship, and on performances and exhibitions in the fine and applied arts. CSU faculty give a greater percentage of their time to university service.

Ethnic differences with regards to faculty statements regarding their desire to do more or less of a variety of activities are small, but did reach statistical significance in some cases. White faculty, in both the CSU and USA institutions, want to do less research and creative activity, while Asians and Afro-Americans want to do more. Hispanics are more similar to White faculty than to other minorities.

All faculty report that they want to do less teaching, but CSU faculty want to do even less than USA faculty. Asian faculty from the CSU want to do less than any other group, while other CSU ethnic groups are within .01 of each other.

All groups say they want to do about the same amount of advising that they are now doing; however, White faculty are more likely to want to do less than minority group members.

All groups also want to do about the same amount or more community service than they are now doing. Afro-Americans are notable lower on this item than other groups.

Faculty do not want to do more administration, with all groups scoring greater than 2.2 on a 3 point scale. USA faculty want to do significantly less than USA faculty.

As indicated in other tables, CSU faculty are significantly more dissatisfied than USA faculty with workload and institutional support. Within the CSU, Asian faculty are most dissatisfied with workload, while White faculty are least dissatisfied. Within the CSU, Afro-American faculty are most dissatisfied with institutional support, though the ethnic difference for institutional support is not large or statistically significant.

Ethnic differences in Faculty Research and Creative Activity

Table 7.2 presents the means, number of respondents, and F values for faculty research and creative activity, by ethnicity and CSU/USA grouping. Two time periods are represented, the 1988-89 academic year and the academic years 1986-87 and 87-88. Only ethnic differences and interaction effects will be discussed as CSU/USA differences have been discussed in part VI and in preceding sections.

The patterns for published articles and creative work in refereed and journals are quite complex. In addition to the strong tendency for USA faculty to publish more, ethnic differences are not identical across institutions. Within the CSU, Asian faculty publish the most, Whites and Hispanics are nearly identical, and Afro-Americans publish least. Within the USA institutions, Hispanic faculty publish most, White and Asian faculty are nearly identical, and Afro-American faculty publish least.

For non-refereed publications within the CSU, Hispanic faculty publish most and Asian faculty least. Within the USA institutions, Hispanic faculty publish most and Afro-American faculty publish least.

There are no gender differences for either time period in the number of publications in the popular media or in published reviews. One significant interaction is shown for published reviews for the 1986-87/87-88 time period. Within the CSU Hispanics publish the least number of reviews, while Whites and Afro-Americans publish the most. Within the USA institutions, Hispanics publish the most reviews, while Afro-Americans publish least.

There are no ethnic differences in the number of chapters published in edited volumes, the number of textbooks published, or in the number of other books published. White faculty published a small number of monographs, while Hispanics and Afro-Americans published more. This created a significant effect for the 1988/89 period.

Only two other significant differences exist in Table 7.2. For 1988/89, Hispanics and Afro-Americans made more presentations at conferences and workshops than Whites and Asians. For the 1986/87-87/88 time period, Hispanics presented the most, Afro-Americans were second in the CSU, and Whites were second in the USA. Asians made the fewest number of presentations among CSU faculty, while Afro-Americans made the fewest among the USA faculty.

Finally, Hispanics and Afro-Americans in the CSU created the most patented or copyrighted material, while Hispanics and Afro-Americans in the USA institutions produced none. This resulted in a significant ethnicity effect and a significant interaction for this activity.

Ethnic Differences in Teaching Loads, Teaching Activities, and Service Related Activities

Tables 7.3 and 7.4 present an analysis of ethnic differences in teaching loads, teaching activities, and service related activities for both quarter system faculty (Table 7.3) and semester system faculty (Table 7.4).

There are very few ethnic differences in these tables, partly because differences simply do not exist, and partly because of the small number of cases existing in some tables.

There is only one significant difference in the number of different preparations or new preparations for both quarter and semester system faculty. For semester system faculty for the Fall semester, Afro-American and White faculty taught more preparations than Hispanic and Asian faculty.

There are no significant ethnic differences in the number of lower division, upper division or graduate students receiving individualized instruction or the number of hours spent with these students. There are also no significant differences in the number of thesis or comprehensive exam committees served on or chaired.

There are generally no significant gender differences in the number of required or additional office hours held. There is however one notable interaction effect in Table 7.2. For required and additional office hours for semester faculty, Hispanic faculty from the CSU hold the most required and most additional office hours, and Asian faculty the least. In the USA institutions Asian faculty hold the most and Hispanic and Whites the least. For additional office hours in the CSU Afro-Americans hold the most and all others are about the same. In the USA institutions, Afro-Americans hold the least, and Whites and Hispanics the most.

There are no significant ethnic differences in any of the course enrollment data in Tables 7.3 and 7.4.

There is only one significant ethnic difference in university, school, or departmental service. For quarter system faculty for Fall, Winter and Spring quarters, White and Afro-American faculty from the CSU served on more university committees than Hispanic or Asian faculty. Within the USA institutions, Hispanic and Afro-American faculty served on more university committees than White and Asian faculty.

Table 7.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Ethnicity[1]

	# Hrs Wk for Institution Excluding Pos. Duties		# Hrs Wk for Other Paid Activities	
	CSU	USA	CSU	USA
Ethnicity				
White	48.46	46.99	2.59	2.60
	(1483)	(978)	(1483)	(978)
Hispanic	47.12	51.35	3.46	3.30
	(140)	(37)	(140)	(37)
Afro-American	44.04	44.52	4.48	4.57
	(69)	(23)	(69)	(23)
Asian	46.49	43.79	1.76	2.42
	(201)	(33)	(201)	(33)

F Values[2]

Ethnicity	4.34*	6.96***
CSU/USA	6.06*	.03
Interaction	2.08	.15

	# Hrs Wk of Unpaid Community Service/Activities		% Tot Instit Work Hrs on Teaching, Instructional Supervision, Guest	
	CSU	USA	CSU	USA
Ethnicity				
White	2.77	2.58	31.29	30.30
	(1483)	(978)	(1483)	(978)
Hispanic	4.06	3.31	34.45	28.57
	(140)	(37)	(140)	(37)
Afro-American	5.03	3.70	35.61	28.22
	(69)	(23)	(69)	(23)
Asian	2.41	2.06	33.41	30.52
	(201)	(33)	(201)	(33)

F Values[2]

Ethnicity	10.68***	2.13
CSU/USA	2.22	5.23*
Interaction	.49	1.71

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Ethnicity[1]

	% Tot Instit Work Hrs on Advising Recruiting		% Tot Instit Work Hrs on Instructionally Related Paperwork	
	CSU	USA	CSU	USA
Ethnicity				
White	8.98 (1483)	6.93 (978)	20.73 (1484)	17.24 (1001)
Hispanic	8.91 (140)	6.70 (37)	18.00 (140)	15.28 (39)
Afro-American	9.68 (69)	10.39 (23)	14.55 (69)	14.57 (23)
Asian	7.88 (201)	6.42 (33)	19.99 (201)	18.50 (34)
F Values[2]				
Ethnicity	2.55		6.71***	
CSU/USA	48.70***		43.71***	
Interaction	.88		.64	

	% Tot Instit Work Hrs on Research Scholarships, Articles		% Tot Instit Work Hrs on Performances/ Exhibit Fine Arts	
	CSU	USA	CSU	USA
Ethnicity				
White	12.22 (1484)	18.37 (1001)	.66 (1484)	1.33 (1001)
Hispanic	13.65 (140)	19.49 (39)	.36 (140)	1.38 (39)
Afro-American	10.16 (69)	18.74 (23)	.32 (69)	.22 (23)
Asian	15.29 (201)	21.35 (34)	.27 (201)	.97 (34)
F Values[2]				
Ethnicity	4.35**		1.24	
CSU/USA	137.19***		19.82***	
Interaction	.18		.31	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Ethnicity[1]

	% Tot Instit Work Hrs on University Service		% Tot Instit Work Hrs on School/ Department Service	
Ethnicity	CSU	USA	CSU	USA
White	4.56 (1484)	3.99 (1001)	6.84 (1484)	6.64 (1001)
Hispanic	4.63 (140)	4.46 (39)	7.35 (140)	4.36 (39)
Afro-American	4.07 (69)	4.48 (23)	7.04 (69)	6.83 (23)
Asian	3.31 (201)	2.88 (34)	6.36 (201)	6.44 (34)

F Values[2]		
Ethnicity	3.11*	.39
CSU/USA	5.56*	1.07
Interaction	.20	1.77

	% Tot Instit Work Hrs on Administration Activities Not Included		% Tot Instit Work Hrs on Other Professional Activity	
Ethnicity	CSU	USA	CSU	USA
White	3.06 (1487)	2.87 (999)	6.29 (1487)	5.94 (999)
Hispanic	2.27 (140)	2.95 (39)	4.88 (140)	6.59 (39)
Afro-American	2.70 (69)	4.74 (23)	4.38 (69)	4.70 (23)
Asian	1.86 (201)	1.88 (34)	6.68 (201)	4.94 (34)

F Values[2]		
Ethnicity	1.98	4.05*
CSU/USA	.09	1.76
Interaction	.64	1.84

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Ethnicity[1]

	% Tot Instit Work Hrs as Mentor/ Role Model-Students Colleagues		% Tot Instit Work Hrs on Seeking Funding, Proposal	
	CSU	USA	CSU	USA
Ethnicity				
White	1.84 (1487)	2.20 (999)	1.67 (1487)	2.15 (999)
Hispanic	2.44 (140)	3.36 (39)	2.61 (140)	4.10 (39)
Afro-American	3.17 (69)	3.57 (23)	2.29 (69)	2.91 (23)
Asian	1.48 (201)	.59 (34)	2.16 (201)	3.88 (34)
F Values[2]				
Ethnicity	5.57***		7.33***	
CSU/USA	3.83*		15.05***	
Interaction	9.43		1.54	

	% Tot Instit Work Hrs Pursuing an Advanced Degree		Want More, Same, Less?[3] Research, Creative Activity	
	CSU	USA	CSU	USA
Ethnicity				
White	.57 (1487)	.62 (999)	1.24 (1306)	1.34 (829)
Hispanic	.33 (140)	.13 (39)	1.18 (133)	1.21 (33)
Afro-American	.96 (69)	1.30 (23)	1.16 (63)	1.09 (22)
Asian	.18 (201)	.94 (34)	1.19 (181)	1.19 (27)
F Values[2]				
Ethnicity	1.51		3.19*	
CSU/USA	.39		18.23***	
Interaction	5.59		1.02	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

[3] Scale: More = 1, About Same = 2, and Less = 3.

Table 7.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Ethnicity[1]

	Want More, Same, Less?[3] Teaching		Want More, Same, Less?[3] Advising Students	
	CSU	USA	CSU	USA
Ethnicity				
White	2.48 (1306)	2.27 (829)	2.04 (1306)	2.07 (829)
Hispanic	2.47 (133)	2.21 (33)	2.02 (133)	2.09 (33)
Afro-American	2.48 (63)	2.51 (22)	1.83 (63)	1.95 (22)
Asian	2.64 (181)	2.33 (27)	1.99 (181)	2.07 (27)
F Values[2]				
Ethnicity	3.74*		3.56*	
CSU/USA	71.12***		2.13	
Interaction	1.07		.30	

	Want More, Same, Less?[3] University, School, Department Service		Want More, Same, Less?[3] Community Service	
	CSU	USA	CSU	USA
Ethnicity				
White	2.43 (1306)	2.40 (829)	1.93 (1306)	1.98 (829)
Hispanic	2.42 (133)	2.45 (33)	1.90 (133)	1.79 (33)
Afro-American	2.35 (63)	2.23 (22)	1.78 (63)	1.64 (22)
Asian	2.38 (181)	2.26 (27)	2.01 (181)	2.04 (27)
F Values[2]				
Ethnicity	1.81		5.64***	
CSU/USA	2.53		2.72	
Interaction	.46		1.36	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

[3] Scale: More = 1, About Same = 2, and Less = 3.

Table 7.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of Time by Ethnicity[1]

	Want More, Same, Less?[3] Administration		Satisfaction with Workload	
Ethnicity	CSU	USA	CSU	USA
White	2.46 (831)	2.39 (576)	10.87 (831)	9.74 (576)
Hispanic	2.44 (97)	2.35 (20)	11.20 (79)	9.7 (20)
Afro-American	2.40 (35)	2.43 (14)	11.63 (35)	9.86 (14)
Asian	2.45 (106)	2.21 (14)	11.70 (106)	9.43 (14)
F Values[2]				
Ethnicity	.20		2.98*	
CSU/USA	6.20*		77.22***	
Interaction	.42		.95	

	Satisfaction with Institutional Workload Support	
Ethnicity	CSU	USA
White	12.31 (831)	11.34 (576)
Hispanic	12.22 (79)	11.75 (20)
Afro-American	12.74 (35)	11.14 (14)
Asian	12.67 (106)	11.29 (14)
F Values[2]		
Ethnicity	.52	
CSU/USA	45.41***	
Interaction	.42	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

[3] Scale: More = 1, About Same = 2, and Less = 3.

Table 7.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Ethnicity[1]

	Published Articles/Creative Work							
	Refereed				Non-refereed			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.86 (1260)	1.23 (914)	1.37 (1260)	1.99 (914)	.44 (1260)	.49 (914)	.72 (1260)	.73 (914)
Hispanic	.87 (121)	2.87 (38)	1.70 (121)	4.21 (38)	.56 (121)	1.66 (38)	.83 (121)	2.47 (38)
Afro-American	.60 (55)	1.05 (21)	1.07 (55)	1.52 (21)	.42 (55)	.48 (21)	.58 (55)	.48 (21)
Asian	1.15 (177)	1.22 (32)	1.86 (177)	2.56 (32)	.33 (177)	.84 (32)	.62 (177)	.59 (32)
F Values[2]								
Ethnicity	5.08**		6.06***		3.88**		2.90*	
CSU/USA	43.43**		36.92***		4.37*		.73	
Interaction	9.67***		4.00**		5.96***		4.96**	

	Popular Media				Published Reviews			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.40 (1260)	.63 (917)	.68 (1260)	.81 (917)	.42 (1260)	.49 (917)	.60 (1260)	.69 (917)
Hispanic	.48 (121)	.32 (38)	.83 (121)	.39 (38)	.24 (121)	.82 (38)	.26 (121)	1.92 (38)
Afro-American	.89 (55)	.48 (21)	.85 (55)	.57 (21)	.27 (55)	.00 (21)	.58 (55)	.24 (21)
Asian	.12 (178)	.16 (32)	.21 (178)	.19 (32)	.28 (178)	.59 (32)	.53 (178)	.69 (32)
F Values[2]								
Ethnicity	1.05		1.23		.65		.13	
CSU/USA	2.46		.32		1.76		3.02	
Interaction	.42		.28		1.11		4.63**	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Ethnicity[1]

Published Articles/Creative Work

	Chapters in Edited Volumes				Textbooks			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.22 (1259)	.23 (914)	.26 (1259)	.30 (914)	.07 (1259)	.08 (914)	.09 (1259)	.07 (914)
Hispanic	.26 (121)	.34 (38)	.21 (121)	.42 (38)	.07 (121)	.03 (38)	.12 (121)	.03 (38)
Afro-American	.13 (55)	.48 (21)	.11 (55)	.29 (21)	.09 (55)	.05 (21)	.07 (55)	.00 (21)
Asian	.25 (177)	.13 (32)	.58 (177)	.16 (32)	.07 (177)	.03 (32)	.06 (177)	.06 (32)
F Values[2]								
Ethnicity	.26		1.34		.13		.44	
CSU/USA	.17		.13		.02		1.95	
Interaction	1.19		.73		.65		.38	

	Other Books				Monographs			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.08 (1259)	.09 (910)	.08 (1259)	.09 (910)	.08 (1259)	.07 (910)	.11 (1259)	.08 (910)
Hispanic	.06 (121)	.05 (38)	.14 (121)	.18 (38)	.18 (121)	.37 (38)	.14 (121)	.16 (38)
Afro-American	.25 (55)	.05 (21)	.11 (55)	.14 (21)	.15 (55)	.19 (21)	.24 (55)	.05 (21)
Asian	.08 (178)	.06 (32)	.11 (178)	.00 (32)	.16 (178)	.06 (32)	.11 (178)	.06 (32)
F Values[2]								
Ethnicity	1.77		1.68		4.59**		.76	
CSU/USA	.004		.12		.02		1.36	
Interaction	1.08		.81		1.38		.49	

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*p. <.05 **p. <.01 ***p. <.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Ethnicity[1]

Published Articles/Creative Work

	Research/Technical Reports				Presentations at Conferences, Workshops			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.84 (1260)	.55 (917)	1.43 (1260)	.81 (917)	2.11 (1260)	2.28 (917)	3.36 (1260)	4.03 (917)
Hispanic	.68 (121)	.63 (38)	1.02 (121)	.89 (38)	2.83 (121)	3.55 (38)	5.20 (121)	5.50 (38)
Afro-American	.64 (55)	.67 (21)	1.02 (55)	.43 (21)	2.44 (55)	2.38 (21)	3.96 (55)	3.19 (21)
Asian	.48 (178)	.81 (32)	.87 (178)	1.16 (32)	1.87 (178)	2.03 (32)	3.34 (178)	3.69 (32)
F Values[2]								
Ethnicity	.82		.85		3.19*		4.50**	
CSU/USA	6.46*		10.05**		1.56		5.97*	
Interaction	.78		.49		.24		.34	

	Juried Exhibitions/Performances				Non-juried Exhibitions/Performances			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.55 (1260)	.37 (915)	.32 (1260)	.46 (915)	.29 (1260)	.43 (915)	.49 (1260)	.81 (915)
Hispanic	.47 (121)	.24 (38)	.18 (121)	.34 (38)	.24 (121)	.26 (38)	.50 (121)	.13 (38)
Afro-American	.07 (55)	.00 (21)	.13 (55)	.00 (21)	.27 (55)	.48 (21)	.20 (55)	.00 (21)
Asian	.56 (178)	.03 (32)	.01 (178)	.09 (32)	.02 (178)	.13 (32)	.01 (178)	.25 (32)
F Values[2]								
Ethnicity	.36		1.43		1.21		1.49	
CSU/USA	1.61		1.57		2.80		3.20	
Interaction	.08		.06		.04		.40	

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Ethnicity[1]

Published Articles/Creative Work

	Patents/Copyrights				Computer Software			
	1988/89		1986/87 & 1987/88		1988/89		1986/87 & 1987/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.05 (1259)	.05 (916)	.05 (1259)	.05 (916)	.14 (1259)	.08 (916)	.15 (1259)	.09 (916)
Hispanic	.22 (121)	.00 (38)	.04 (121)	.00 (38)	.02 (121)	.00 (38)	.02 (121)	.03 (38)
Afro-American	.11 (55)	.00 (21)	.04 (55)	.00 (21)	.16 (55)	.14 (21)	.09 (55)	.24 (21)
Asian	.02 (178)	.03 (32)	.02 (178)	.00 (32)	.07 (178)	.03 (32)	.11 (178)	.03 (32)

F Values[2]				
Ethnicity	4.56**	3.12*	1.35	1.30
CSU/USA	.34	.27	3.78	2.34
Interaction	2.87*	1.24	.05	.45

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

Different Preparations

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	2.18 (395)	1.94 (111)	2.13 (395)	1.92 (111)	2.06 (395)	1.79 (111)
Hispanic	2.10 (48)	2.00 (1)	2.21 (48)	2.00 (1)	2.08 (48)	2.00 (1)
Afro-American	1.96 (24)	1.83 (6)	2.08 (24)	1.50 (6)	1.54 (24)	1.33 (6)
Asian	2.06 (51)	1.57 (7)	2.22 (51)	2.00 (7)	2.04 (51)	2.00 (7)

F Values[2]	Fall	Winter	Spring
Ethnicity	.8	1.55	1.32
CSU/USA	4.98*	4.47*	5.50
Interaction	.09	1.58	4.70*

New Preparations

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	.65 (395)	.54 (111)	.55 (395)	.50 (111)	.51 (395)	.44 (111)
Hispanic	.67 (48)	.00 (1)	.60 (48)	.00 (1)	.58 (48)	.00 (1)
Afro-American	.42 (24)	.50 (6)	.67 (24)	.17 (6)	.54 (24)	.17 (6)
Asian	.80 (51)	.29 (7)	.65 (51)	.29 (7)	.45 (51)	.57 (7)

F Values[2]	Fall	Winter	Spring
Ethnicity	.77	.10	.19
CSU/USA	2.18	1.46	1.48
Interaction	.65	.92	.57

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

Number of Students Receiving Individualized Instruction

	Lower Division Number of Students		Lower Division Number of Hours		Upper Division Number of Students		Upper Division Number of Hours	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	3.14 (395)	2.56 (111)	1.55 (395)	1.63 (111)	3.96 (395)	2.50 (111)	2.99 (395)	1.98 (111)
Hispanic	3.48 (48)	4.00 (1)	2.04 (48)	2.00 (1)	3.17 (48)	2.00 (1)	2.50 (48)	1.00 (1)
Afro-American	5.42 (24)	2.50 (6)	3.79 (24)	1.00 (6)	5.46 (24)	1.67 (6)	2.46 (24)	.83 (6)
Asian	3.45 (51)	2.43 (7)	2.82 (51)	1.00 (7)	6.33 (51)	2.14 (7)	5.37 (51)	1.00 (7)
F Values[2]								
Ethnicity	.52		2.05		2.37		2.26	
CSU/USA	.83		.16		7.45**		4.35*	
Interaction	.15		.91		.53		.61	

	Number of Students Receiving Individualized Instruction				Thesis Committees			
	Graduate Students Number of Students		Graduate Students Number of Hours		Graduate		Graduate Chair	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	2.13 (395)	1.63 (111)	2.19 (395)	2.01 (111)	1.18 (395)	1.20 (111)	.89 (395)	.80 (111)
Hispanic	1.44 (48)	2.00 (1)	2.06 (48)	1.00 (1)	.65 (48)	.00 (1)	.71 (48)	.00 (1)
Afro-American	1.08 (24)	.50 (6)	1.04 (24)	.33 (6)	.96 (24)	3.17 (6)	.50 (24)	1.83 (6)
Asian	1.59 (51)	.00 (7)	4.41 (51)	.00 (7)	1.14 (51)	1.29 (7)	.67 (51)	.00 (7)
F Values[2]								
Ethnicity	.68		1.14		.69		.31	
CSU/USA	.95		.37		.22		.06	
Interaction	.08		.56		1.09		.69	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

	Thesis Committees				Comprehensive Exams			
	Undergraduate		Undergraduate Chair		As Member		As Chair	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.43 (395)	.34 (111)	.56 (395)	.24 (111)	.99 (395)	.86 (111)	.36 (395)	.46 (111)
Hispanic	.40 (48)	.00 (1)	.83 (48)	.00 (1)	.65 (48)	.00 (1)	.17 (48)	.00 (1)
Afro-American	1.54 (24)	1.83 (6)	.54 (24)	1.50 (6)	.54 (24)	3.50 (6)	.13 (24)	1.67 (6)
Asian	.57 (51)	.14 (7)	.43 (51)	.00 (7)	1.12 (51)	2.00 (7)	.65 (51)	1.14 (7)
F Values[2]								
Ethnicity	2.11		.33		.28		.69	
CSU/USA	.12		1.16		.05		.91	
Interaction	.08		.43		1.36		.85	

	Office Hours			
	Required		Additional	
	CSU	USA	CSU	USA
Ethnicity				
White	4.46 (395)	5.29 (111)	8.05 (395)	9.66 (111)
Hispanic	4.69 (48)	10.00 (1)	6.94 (48)	12.00 (1)
Afro-American	4.29 (24)	4.67 (6)	7.58 (24)	8.33 (6)
Asian	5.57 (51)	4.57 (7)	8.22 (51)	6.00 (7)
F Values[2]				
Ethnicity	1.51		.31	
CSU/USA	5.29*		2.74	
Interaction	1.34		.49	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

Course Data: Number of Courses

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	2.57 (388)	2.20 (107)	2.43 (387)	2.11 (110)	2.19 (388)	2.02 (107)
Hispanic	2.64 (47)	2.00 (1)	2.53 (47)	2.00 (1)	2.13 (47)	2.00 (1)
Afro-American	2.67 (24)	1.83 (6)	2.50 (24)	1.67 (6)	2.25 (24)	1.33 (6)
Asian	2.57 (51)	1.86 (7)	2.63 (51)	1.86 (7)	2.35 (51)	2.43 (7)
F Values[2]						
Ethnicity	.07		.33		.75	
CSU/USA	12.98***		9.99**		3.31	
Interaction	.38		.56		.90	

Course Data: Enrollment

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	80.03 (308)	66.35 (107)	16.10 (387)	65.13 (110)	61.94 (388)	57.64 (107)
Hispanic	79.23 (47)	110.00 (1)	69.13 (47)	75.00 (1)	52.98 (47)	27 (1)
Afro-American	70.75 (24)	58.83 (6)	68.83 (24)	62.50 (6)	54.54 (24)	34.00 (6)
Asian	72.82 (51)	53.86 (7)	69.80 (51)	65.71 (7)	63.96 (51)	93.86 (7)
F Values[2]						
Ethnicity	.39		.04		1.12	
CSU/USA	4.00*		.29		.34	
Interaction	.16		.009		1.04	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

Course Data: Meeting Hours/Week

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	10.89 (354)	9.68 (94)	10.24 (370)	9.26 (99)	9.50 (354)	9.35 (94)
Hispanic	11.67 (42)	10.00 (1)	9.84 (44)	10.00 (1)	9.38 (42)	11.00 (1)
Afro-American	9.60 (20)	7.20 (5)	9.68 (22)	6.40 (5)	6.95 (20)	5.80 (5)
Asian	10.06 (48)	10.20 (5)	11.44 (50)	8.33 (6)	9.38 (48)	12.80 (5)
F Values[2]						
Ethnicity	1.08		.81		1.91	
CSU/USA	3.65		3.65		.001	
Interaction	.14		.41		.64	

Course Data: Number of Units

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	9.71 (354)	7.82 (94)	9.13 (370)	7.39 (99)	8.31 (354)	7.46 (94)
Hispanic	10.07 (42)	6.00 (1)	9.41 (44)	6.00 (1)	8.52 (42)	6.00 (1)
Afro-American	9.05 (20)	7.60 (5)	8.68 (22)	6.60 (5)	7.40 (20)	5.40 (5)
Asian	8.79 (48)	8.80 (5)	9.02 (50)	7.83 (6)	8.04 (48)	9.60 (5)
F Values[2]						
Ethnicity	.69		.19		.66	
CSU/USA	14.56***		15.15***		3.17	
Interaction	.38		.09		.68	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

Department Committee Service

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	2.06	1.74	2.05	1.65	2.10	1.62
	(395)	(111)	(395)	(111)	(395)	(111)
Hispanic	235	1.00	2.40	1.00	2.06	1.00
	(48)	(1)	(48)	(4)	(48)	(1)
Afro-American	2.46	1.17	2.46	1.33	2.42	1.33
	(24)	(6)	(24)	(6)	(24)	(6)
Asian	2.06	1.71	2.20	2.14	2.10	2.14
	(51)	(7)	(51)	(7)	(51)	(7)

F Values[2]	Fall	Winter	Spring
Ethnicity	4.6	.69	.20
CSU/USA	4.61*	5.58*	9.16**
Interaction	.58	.57	.51

School Committee Service

	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	.89	.76	.90	.61	.93	.75
	(395)	(111)	(395)	(111)	(.95)	(111)
Hispanic	.77	.00	.79	.00	.83	.00
	(48)	(1)	(48)	(1)	(48)	(1)
Afro-American	.98	.67	1.04	.67	1.00	.67
	(24)	(6)	(24)	(6)	(24)	(6)
Asian	.98	.71	1.04	.71	1.12	.86
	(51)	(7)	(51)	(7)	(51)	(7)

F Values[2]	Fall	Winter	Spring
Ethnicity	.39	.71	.74
CSU/USA	2.27	8.58**	3.59
Interaction	.18	.09	.16

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Quarter System Faculty by Ethnicity[1]

	University Committee Service					
	Fall		Winter		Spring	
	CSU	USA	CSU	USA	CSU	USA
Ethnicity						
White	1.01 (395)	.78 (111)	1.02 (387)	.73 (110)	1.05 (395)	.79 (111)
Hispanic	.63 (48)	1.00 (1)	.68 (47)	1.00 (1)	.77 (48)	1.00 (1)
Afro-American	1.54 (24)	1.00 (6)	1.25 (24)	1.00 (6)	1.25 (24)	1.00 (6)
Asian	.61 (51)	.57 (7)	.61 (51)	.57 (7)	.57 (51)	.57 (7)

F Values[2]	Fall	Winter	Spring
Ethnicity	4.11**	2.92*	3.14*
CSU/USA	2.94	4.51*	3.50
Interaction	.23	.16	.13

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Ethnicity[1]

	Different Preparations				New Preparations			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	2.59 (1024)	2.35 (852)	2.46 (1024)	2.11 (852)	.72 (1024)	.67 (852)	.59 (1024)	.59 (852)
Hispanic	2.37 (89)	2.16 (38)	2.20 (89)	2.00 (38)	.84 (89)	.92 (38)	.75 (89)	.74 (38)
Afro-American	2.71 (45)	2.17 (18)	2.27 (45)	2.17 (18)	.69 (45)	.61 (18)	.75 (45)	.74 (18)
Asian	2.37 (147)	2.04 (28)	2.23 (147)	2.00 (28)	.76 (147)	.61 (28)	.63 (147)	.68 (28)
F Values[2]								
Ethnicity	3.23*		2.49		1.22		1.85	
CSU/USA	24.43***		37.69***		1.48		.00	
Interaction	.33		.34		.25		.16	

Number of Students Receiving Individualized Instruction

	Lower Division Number of Students		Lower Division Number of Hours		Upper Division Number of Students		Upper Division Number of Hours	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	2.40 (1022)	2.76 (852)	1.37 (1022)	1.49 (852)	4.19 (1022)	3.15 (852)	3.01 (1022)	2.26 (852)
Hispanic	2.89 (89)	1.37 (38)	1.18 (89)	1.89 (38)	2.94 (89)	2.47 (38)	2.36 (89)	1.45 (38)
Afro-American	3.60 (45)	7.39 (18)	1.36 (45)	.72 (18)	4.51 (45)	9.61 (18)	3.71 (45)	.67 (18)
Asian	2.18 (147)	6.07 (28)	1.11 (147)	1.93 (28)	4.51 (147)	9.61 (28)	3.71 (147)	.67 (28)
F Values[2]								
Ethnicity	1.72		.15		2.54		1.12	
CSU/USA	2.22		1.02		4.76*		10.56***	
Interaction	2.89*		.71		4.08**		.92	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Ethnicity[1]

	Number of Students Receiving Individualized Instruction				Thesis Committees			
	Graduate Students Number of Students		Graduate Students Number of Hours		Graduate		Graduate Chair	
Ethnicity	CSU	USA	CSU	USA	CSU	USA	CSU	USA
White	2.37 (1024)	2.00 (852)	2.28 (1024)	2.28 (852)	1.46 (1024)	1.69 (852)	1.03 (1024)	1.05 (852)
Hispanic	2.91 (89)	1.47 (38)	2.82 (89)	2.37 (38)	1.75 (89)	1.24 (38)	.94 (89)	.47 (38)
Afro-American	1.73 (45)	4.78 (18)	2.02 (45)	2.56 (18)	1.29 (45)	1.94 (18)	.56 (45)	.72 (18)
Asian	1.91 (147)	1.64 (28)	2.06 (147)	1.32 (28)	1.37 (147)	1.71 (28)	.85 (147)	.86 (28)
F Values[2]								
Ethnicity	.81		.56		.09		1.51	
CSU/USA	3.11		.04		3.68		.00	
Interaction	3.18*		.28		.90		.45	

	Thesis Committees				Comprehensive Exams			
	Undergraduate		Undergraduate Chair		As Member		As Chair	
Ethnicity	CSU	USA	CSU	USA	CSU	USA	CSU	USA
White	.24 (1024)	.53 (852)	.22 (1024)	.37 (852)	.76 (1024)	1.35 (852)	.33 (1024)	.66 (852)
Hispanic	.17 (89)	.13 (38)	.34 (89)	.00 (38)	1.00 (89)	1.05 (38)	.44 (89)	.08 (38)
Afro-American	.00 (45)	.50 (18)	.00 (45)	.39 (18)	.24 (45)	.61 (18)	.11 (45)	.33 (18)
Asian	.09 (147)	.46 (28)	.10 (147)	.32 (28)	.76 (147)	1.29 (28)	.41 (147)	.32 (25)
F Values[2]								
Ethnicity	.30		.54		.77		.36	
CSU/USA	5.38*		4.62*		17.23***		8.13**	
Interaction	.15		1.17		.27		1.06	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Ethnicity[1]

	Office Hours				Course Data: Number of Courses			
	Required		Additional		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	4.33 (1024)	4.71 (852)	7.71 (1024)	9.89 (852)	3.23 (995)	2.74 (834)	3.03 (995)	2.45 (834)
Hispanic	4.89 (89)	4.71 (38)	7.71 (89)	9.89 (38)	3.07 (87)	2.16 (37)	2.83 (87)	2.24 (37)
Afro-American	4.51 (45)	4.83 (18)	7.91 (45)	7.17 (18)	3.43 (44)	2.17 (18)	2.89 (44)	2.00 (18)
Asian	4.39 (147)	5.25 (28)	7.73 (147)	7.61 (28)	3.11 (142)	2.68 (28)	2.98 (142)	2.18 (28)
F Values[2]								
Ethnicity	3.11*		.49		2.19		1.63	
CSU/USA	12.02***		35.22***		81.24***		104.68***	
Interaction	.80		1.25		2.21		.39	

	Course Data: Enrollment				Course Data: Meeting Hours/Week			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	91.11 (995)	82.95 (834)	82.70 (995)	68.13 (834)	11.03 (919)	9.30 (755)	10.53 (919)	8.20 (755)
Hispanic	86.98 (87)	69.08 (37)	83.95 (87)	61.16 (37)	10.22 (74)	7.30 (33)	9.61 (74)	7.36 (33)
Afro-American	110.77 (44)	62.72 (18)	87.55 (44)	55.50 (18)	11.88 (41)	7.00 (17)	9.41 (41)	6.88 (17)
Asian	91.19 (142)	80.36 (28)	82.54 (142)	45.00 (28)	9.95 (132)	9.67 (24)	9.50 (132)	7.71 (24)
F Values[2]								
Ethnicity	.95		.31		2.11		2.10	
CSU/USA	13.49***		41.06***		41.99***		63.64***	
Interaction	2.00		1.58		1.74		.06	

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*p. <.05 **p. <.01 ***p. <.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table 7.4

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities for Semester System Faculty by Ethnicity[1]

	Course Data: Number of Units				Department Commitee Service			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	9.07 (919)	7.63 (755)	8.57 (919)	6.76 (755)	2.13 (1024)	2.07 (852)	2.12 (1024)	1.90 (852)
Hispanic	8.99 (74)	6.45 (33)	8.34 (74)	6.70 (33)	2.01 (89)	1.89 (38)	1.88 (89)	1.50 (38)
Afro-American	8.73 (41)	6.18 (17)	8.27 (41)	6.24 (17)	2.29 (45)	1.78 (18)	1.98 (45)	1.61 (18)
Asian	9.02 (132)	7.38 (24)	8.69 (132)	5.42 (24)	1.88 (147)	2.46 (28)	1.91 (147)	1.93 (28)
F Values[2]								
Ethnicity	.49		.28		.69		2.00	
CSU/USA	81.96***		111.59***		.47		10.64***	
Interaction	1.79		.96		1.81		.31	

	School Committee Service				University Committee Service			
	Fall		Spring		Fall		Spring	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Ethnicity								
White	.78 (1024)	.92 (852)	.78 (1024)	.85 (852)	.96 (1024)	1.10 (852)	.98 (1024)	1.03 (852)
Hispanic	.91 (89)	.79 (38)	.90 (89)	.97 (38)	.92 (89)	.97 (38)	.93 (89)	.97 (38)
Afro-American	.96 (45)	.89 (18)	.78 (45)	.94 (18)	1.11 (45)	1.06 (18)	1.13 (45)	1.00 (18)
Asian	.70 (147)	1.07 (28)	.74 (147)	.86 (28)	.70 (147)	.71 (28)	.69 (147)	.79 (28)
F Values[2]								
Ethnicity	.40		.55		2.37		2.27	
CSU/USA	7.44**		2.12		4.03*		.52	
Interaction	.95		.05		.16		.08	

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APPENDICES

APPENDIX A

Faculty Survey with Cover Letter

California State University, Fullerton
Fullerton, California 92634-9480

Social Science Research Center

Dear Colleague:

You recently received a letter indicating that you have been randomly selected to participate in a national study of faculty workload and activities. This study is a joint project of the California State University and the California Faculty Association, in cooperation with the Academic Senate of the California State University. The Social Science Research Center at California State University, Fullerton, is responsible for conducting this study.

The attached questionnaire has been carefully designed to facilitate ease of completion. Pretests have indicated that less than twenty minutes are required to complete this instrument. Please complete and return the questionnaire as soon as possible.

The purpose of this study is to gain an understanding of how faculty divide their time among various activities, and how they feel about their workload. You have been selected as part of the sample from your campus. Your responses will be combined with those of other faculty throughout the country. With these data, we will develop a profile of faculty workload. Your willingness to complete this instrument is essential to the integrity of the sample and the validity of the results. The information to be gained in this study is directly relevant to you and to other faculty members like you throughout the country.

In accordance with the provisions of the Family Educational Rights and Privacy Acts of 1976, your individual responses and all information which permit identification of you or your institution will be held strictly confidential.

We have enclosed a prepaid envelope for the return the completed questionnaire. Thank you for your participation in this research. Should you have any questions, you may call the Social Science Research Center at (714) 449-7106.

Sincerely,

Richard T. Serpe, Director

Sequence Number

____

Faculty Workload Survey

1. During the Spring 1989 term did you have any instructional duties at this institution (e. g. teaching one or more courses, advising or supervising students' academic activities)?

Yes 1
No 2

(IF NO, PLEASE STOP HERE AND RETURN THIS PACKET TO SSRC IN THE ENCLOSED PREPAID ENVELOPE.)

2. Were you chairperson of a department, program or division at this institution during the Spring 1989 term?

Yes 1
No 2

(IF YES, PLEASE STOP HERE AND RETURN THIS PACKET TO SSRC IN THE ENCLOSED PREPAID ENVELOPE.)

3. During the Spring 1989 term did this institution consider you to be a permanent or a temporary employee?

Permanent 1
Temporary 2

(IF TEMPORARY, PLEASE STOP HERE AND RETURN THIS PACKET TO THE SSRC IN THE ENCLOSED PREPAID ENVELOPE.)

4. During the Spring 1989 term were you given a reduced teaching load?

No .... 1—> *SKIP TO Q. 5*
Yes 2

How many courses were you released from? _____

Was your released time funded by the university, by sources outside the university, or both?

(Circle all that apply.)
Funded by the university 1
Funded by outside sources 2

Which of the following best describes the type of activity for which you received a reduced teaching load?

(Circle all that apply.)
Student Advisement 1

Program Administration 2

Research/Creative Activities 3

Other (SPECIFY BELOW) 4

____

5. On the average, how many hours per week did you spend doing each of the following during the Spring 1989 term?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

	Average # hours per week for Spring 1989 term
All activities for this institution (Teaching, research, community outreach, administration, office hours, etc.)	______
Any other paid activities (e.g. consulting, working on other jobs, businesses, etc.)	______
Unpaid (pro-bono) community service activities	______

6. Please estimate the percentage of your total working hours for this institution (first category listed in Q. 5) that you spent on each of the following activities during the Spring 1989 term.

(IF NOT SURE PLEASE GIVE YOUR BEST ESTIMATE: IF NONE, ENTER "0".)

(NOTE, THE PERCENTAGES BELOW SHOULD SUM TO 100%. OVERLAP CAN BE AVOIDED BY READING THE LIST BELOW FIRST. THANKS!)

	Percentage of Total Working Hours
Teaching, instructional supervision and guest lecturing	______%
Advising (formal and informal) and recruiting	______%
Instructionally related paperwork; e.g. grading papers, preparing courses, developing new curricula, special preparations	______%
Research, scholarship, preparing or reviewing articles or books, preparing for professional meetings or conferences, etc.	______%
Giving performances or exhibitions in the fine or applied arts	______%
University Service	______%
School or Departmental Service	______%
Administrative activities not included under university, school or departmental service (Program development, administration or supervision)	______%
Other professional development activities and activities to remain current in your field (e.g. reading new literature, learning new technologies, practice)	______%
Serving as a mentor/role model for students and/or colleagues	______%
Seeking funding, including proposal writing	______%
Taking courses, pursuing an advanced degree	______%
Other (SPECIFY)____________________	______%

TOTAL SHOULD SUM TO 100%

7. How satisfied or dissatisfied do you personally feel about each of the following aspects of your job at this institution?

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Very Satisfied	*Somewhat Satisfied*	*Somewhat Dissatisfied*	*Very Dissatisfied*	*Not App*
My overall workload	1	2	3	4	NA
My job security	1	2	3	4	NA
The mix of teaching, research, administration and service (as applicable) that I am required to do	1	2	3	4	NA
Opportunity for reward at this institution	1	2	3	4	NA
Time available for working with students as an advisor, mentor, etc.	1	2	3	4	NA
Availability of support services and equipment (including clerical support, personal computers, etc.)	1	2	3	4	NA
Teaching assistance that I receive (graduate assistants, student assistants, etc.)	1	2	3	4	NA
Quality of technical assistance that I receive	1	2	3	4	NA
Quality of facilities for research and creative activities	1	2	3	4	NA

8. Considering your activities during a typical term, would you want to do more, about the same or less of the following:

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	More	*About the Same*	*Less*	*Not Applicable*
Research/Creative Activity	1	2	3	NA
Teaching	1	2	3	NA
Advising Students	1	2	3	NA
University, school and departmental service	1	2	3	NA
Community Service	1	2	3	NA
Administration	1	2	3	NA

9. About how many of each of the following have you presented/published/etc. during the previous year (AY 1988/89) and during the two academic years prior to AY 1988/89? Please give your best estimate if not sure.

If no presentations/publications/etc. for the past three years, check here _____ *SKIP TO Q. 10*

	Academic Year 1988/89	Academic Years 1986/87 & 1987/88
Articles or creative work published in refereed professional or trade journals	_____	_____
Articles or creative works published in non-refereed professional or trade journals	_____	_____
Articles or creative works published in non-juried popular media or in-house newsletters	_____	_____
Published reviews of books, articles, or creative works	_____	_____
Chapters in edited volumes	_____	_____
Textbooks	_____	_____
Other books	_____	_____
Monographs	_____	_____
Research or technical reports disseminated internally or to clients	_____	_____
Presentations at conferences, workshops, etc.	_____	_____
Juried exhibitions or performances in the fine or applied arts	_____	_____
Non-juried exhibitions or performances in the fine or applied arts		
Patents or copyrights (excluding thesis or dissertation)	_____	_____
Computer software products	_____	_____

Please Go To the Next Page

10. The question below deals with your teaching assignments for the 1988-89 Academic Year. The portion on the left asks you to circle the letter representing the *term, course level* and *primary setting* using the key provided above each. The portion on the right asks you to write in the *student enrollment*, the *number of meeting hours per week* and the *number of units* of each course.

For example, if you taught a 3 unit lower division lecture course during the Fall term of 1988 you would circle *F* under the *"Term"* column, *"L"* under the *"Course Level"* column and *"L"* under the *"Primary Setting"* column. You would then move to the right hand portion and write in your best estimate of the student enrollment, the number of hours per week that the course met and the number of units. Please do this for each course you taught at this institution for all terms during the 1988-89 Academic Year.

Term	Course Level	Primary Setting	Student Enrollment	# Meeting Hours Per Week	# of Units
(Circle correct letter(s) using keys below.)					
Fall(F) Winter(W) Spring(Sp) Summer(Su)	Lower Div(L) Upper Div(U) Graduate (G)	Lecture(L) Lab(LB) Fieldwork(F) Performance(P)	*(Write in your best estimate below.)*		
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___

11. Please use the spaces below to indicate how many different course preparations you taught during each term during the 1988-1989 Academic Year. Ignore those terms which do not fit with your institutions academic calendar.

	Fall	*Winter*	*Spring*	*Summer*
Different Preparations	_____	_____	_____	_____
Of the different preparations how many were new preparations?	_____	_____	_____	_____

12. For each type of student listed below please indicate about how many received individualized instruction (i.e. tutoring, independent study, directed readings) from you during a typical week during the Spring 1989 term. Also indicate the average number of contact hours per week that you spent providing individualized instruction to each type of student.

(PLEASE GIVE YOUR BEST ESTIMATE OF AN AVERAGE WEEK, IF NONE, ENTER "0".)

Type of Student	*Number of Students Receiving Individualized Instruction*	*Number of Hours of Individualized Instruction*
Lower Division	_____	_____
Upper Division	_____	_____
Graduate	_____	_____
All Other Students	_____	_____

13. During the 1988/89 academic year, about how many graduate or undergraduate thesis committees, comprehensive exams, or orals committees did you chair or serve on at this institution?

	Served as a Member (but did not chair)	*Chaired*
Thesis Committees		
Graduate	_____	_____
Undergraduate	_____	_____
Comprehensive exams or orals committees (other than as part of a thesis committee)	_____	_____

14. Please use the spaces below to indicate how many different committees you served on during each term of the 1988-89 Academic Year. Ignore those terms which do not fit you your institutions academic calendar. Please *do not* include thesis, exam or orals committees.

	Fall	*Winter*	*Spring*	*Summer*
Departmental Committees	_____	_____	_____	_____
School Committees	_____	_____	_____	_____
University Committees	_____	_____	_____	_____

15. About how many *office hours per week* are you required to schedule?

Hours/Week Required_____

16. In addition to your scheduled office hours about how many hours per week are you available to *students* outside of class?

Hours/Week Availability to Students_____

17. For how many years have you been employed at this institution? Years_____

18. What is your tenure status at this institution during the current term?

Tenured.......................... 1

If tenured, what academic year?

AY 19__/__ ——> Skip to Q. 20

Not on tenure track.......................... 2

On tenure track but not tenured.......................... 3

Other (SPECIFY BELOW).......................... 4

____

19. If you are not tenured, what is the duration of your contract or appointment at this institution?

One academic term.......................... 1

One academic/calendar year.......................... 2

Two or more academic/calendar years.......................... 3

Unspecified duration.......................... 4

Other (SPECIFY BELOW).......................... 5

____

20. Which of the following best describes your academic rank at this institution during the current term?

(PLEASE CIRCLE ONLY ONE NUMBER)

Distinguished/Named Professor.......................... 1

Professor.......................... 2

Associate Professor.......................... 3

Assistant Professor.......................... 4

Instructor.......................... 5

Lecturer.......................... 6

Other (SPECIFY BELOW).......................... 7

____

21. In what academic year did you first achieve this rank?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE) AY 19__/__

22. What is the name of your department or program?____________________

23. How many full and part-time faculty are employed in your department or program?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

Full-Time Faculty _____

Part-Time Faculty _____

24. Which of the following best describes the academic calendar at your institution?

Two semesters per year.. 1

Three quarters per year.. 2

Four quarters per year.. 3

Other (SPECIFY BELOW).. 4

____

25. Please list the highest degree or certificate that you hold, the field in which you received that degree, and the year in which you received that degree.

Degree_______________ Field______________ Year________

26. Your Gender:

Female.. 1

Male.. 2

27. In what year were you born? 19__

28. Are you of Hispanic descent -- for example, Mexican, Mexican American, Chicano, Cuban, Puerto Rican, etc?

Yes.. 1

No.. 2

29. What is your race? *(PLEASE CIRCLE ONE NUMBER)*

American Indian, Aleut, Eskimo.. 1

Asian or Pacific Islander
(Japanese, Chinese, Filipino,
Asian Indian, Korean, Vietnamese,
Samoan, other).. 2

African American.. 3

White.. 4

Other (SPECIFY BELOW).. 5

____

Please Go To the Next Page

APPENDIX B

Chairs' Survey with Cover Letter

California State University, Fullerton
Fullerton, California 92634-9480

Social Science Research Center

Dear Colleague:

You recently received a letter indicating that you have been randomly selected to participate in a national study of faculty workload and activities. This study is a joint project of the California State University and the California Faculty Association, in cooperation with the Academic Senate of the California State University. The Social Science Research Center at California State University, Fullerton, is responsible for conducting this study.

The attached questionnaire has been carefully designed to facilitate ease of completion. Pretests have indicated that less than twenty minutes are required to complete this instrument. Please complete and return the questionnaire as soon as possible.

The purpose of this study is to gain an understanding of how faculty divide their time among various activities, and how they feel about their workload. You have been selected as part of the sample from your campus. Your responses will be combined with those of other faculty throughout the country. With these data, we will develop a profile of faculty workload. Your willingness to complete this instrument is essential to the integrity of the sample and the validity of the results. The information to be gained in this study is directly relevant to you and to other faculty members like you throughout the country.

In accordance with the provisions of the Family Educational Rights and Privacy Acts of 1976, your individual responses and all information which permit identification of you or your institution will be held strictly confidential.

We have enclosed a prepaid envelope for the return the completed questionnaire. Thank you for your participation in this research. Should you have any questions, you may call the Social Science Research Center at (714) 449-7106.

Sincerely,

Richard T. Serpe, Director

Sequence Number

_ _ _ _ _ _ _ _ _ _

Departmental Chair Workload Survey

1. Were you chairperson or head of a department or division at this institution during the Spring 1989 term?

Yes.. 1
No... 2

(IF NO, PLEASE STOP HERE AND RETURN THIS PACKET TO SSRC IN THE ENCLOSED PREPAID ENVELOPE.)

2. During the 1989 Spring term, did you have any instructional duties at this institution (e.g., teaching one or more courses, advising or supervising students' academic activities)?

Yes.. 1
No... 2

3. During the Spring 1989 term were you given a reduced teaching load to perform your duties as head of a department or program?

No... 1
Yes.. 2

If yes, how many courses were you released from ? ______

4. During the Spring 1989 term, were you given a reduced teaching load to perform activities not related to your position as head of a department or program?

No... 1 ---> *SKIP TO Q. 5*
Yes.. 2

How many courses were you released from? _______

Was your released time funded by the university or by sources outside the university?

(Circle all that apply.)

Funded by the university.......................... 1
Funded by outside sources....................... 2

Which of the following best describes the type of activity for which you received a reduced teaching load?

(Circle all that apply.)

Student Advisement................................. 1
Program Administration............................ 2
Research/Creative Activities.................... 3
Other (SPECIFY BELOW).......................... 4

____

5. On the average, how many hours per week did you spend doing each of the following during the Spring 1989 term?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

Average # hours per week for Spring 1989 term

Activities for this institution directly related to your position as chair ______

Activities for this institution, specifically excluding those activities directly related to chairing a department or program (Teaching, research, office hours, etc.) ______

Any other paid activities (e.g. consulting, working on other jobs, businesses, etc.) ______

Unpaid (pro-bono) community service activities ______

6. Please estimate the percentage of your working hours for this institution specifically related to your position as chair (first category listed in Q. 5) that you spent on each of the following activities during the Spring 1989 term.

(IF NOT SURE PLEASE GIVE YOUR BEST ESTIMATE: IF NONE, ENTER "0".)

(NOTE, THE PERCENTAGES BELOW SHOULD SUM TO 100%. OVERLAP CAN BE AVOIDED BY READING THE LIST FIRST. THANKS!)

Percentage of Total Working Hours in Activities Related to Chairing a Department or Program

Chairs meetings and meetings with the dean or other administrator ______%

Scheduling faculty and classes, other scheduling activities ______%

Recruitment of tenure track faculty ______%

Promotion, retention and tenure decisions ______%

Hiring, advising and supervising temporary faculty ______%

Dealing with faculty concerns ______%

Dealing with student concerns ______%

Dealing with credentialing, certification and accreditation issues ______%

Report and memo writing, responding to administrative requests ______%

Dealing with faculty grants and research ______%

Dealing with or supervising clerical and/or technical staff ______%

Other (SPECIFY)______________________________ ______%

Other (SPECIFY)______________________________ ______%

TOTAL SHOULD SUM TO 100%

7. Please estimate the percentage of your working hours for this institution not related to your position as chair (second category listed in Q. 5) that you spent on each of the following activities during the Spring 1989 term.

(IF NOT SURE PLEASE GIVE YOUR BEST ESTIMATE: IF NONE, ENTER "0".)

(NOTE, THE PERCENTAGES BELOW SHOULD SUM TO 100%. OVERLAP CAN BE AVOIDED BY READING THE BELOW LIST FIRST. THANKS!)

	Percentage of Total Working Hours (Activities not directly related to chairing a department or program)
Teaching, instructional supervision and guest lecturing	_____%
Advising (formal and informal) and recruiting	_____%
Instructionally related paperwork; e.g., grading papers, preparing courses, developing new curricula, special preparations	_____%
Research, scholarship, preparing or reviewing articles or books, preparing for professional meetings or conferences, etc.	_____%
Giving performances or exhibitions in the fine or applied arts	_____%
University Service	_____%
School or Departmental Service	_____%
Administrative activities not included under university, school or departmental service and not directly related to your position as chair (Program development, administration or supervision)	_____%
Other professional development activities and activities to remain current in your field (e.g., reading new literature, learning new technologies, practice)	_____%
Serving as a mentor/role model for students and/or colleagues	_____%
Seeking funding, including proposal writing	_____%
Taking courses, pursuing an advanced degree	_____%
Other (SPECIFY)________________________	_____%

TOTAL SHOULD SUM TO 100%

8. How satisfied or dissatisfied do you personally feel about each of the following aspects of your job at this institution?

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Very Satisfied	*Somewhat Satisfied*	*Somewhat Dissatisfied*	*Very Dissatisfied*	*Not App*
My overall workload	1	2	3	4	NA
My job security	1	2	3	4	NA
The mix of teaching, research, administration and service (as applicable) that I am required to do	1	2	3	4	NA
Opportunity for reward at this institution	1	2	3	4	NA
Time available for working with students as an advisor, mentor, etc.	1	2	3	4	NA
Availability of support services and equipment (including clerical support, personal computers, etc.)	1	2	3	4	NA
Teaching assistance that I receive (graduate assistants, student assistants, etc.)	1	2	3	4	NA
Quality of technical assistance that I receive	1	2	3	4	NA
Quality of facilities for research and creative activities	1	2	3	4	NA

9. Considering your activities during a typical term, would you want to do more, about the same or less of the following:

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	More	*About the Same*	*Less*	*Not Applicable*
Research/Creative Activity	1	2	3	NA
Teaching	1	2	3	NA
Advising Students	1	2	3	NA
University, school and departmental service	1	2	3	NA
Community Service	1	2	3	NA
Administration	1	2	3	NA

10. About how many of each of the following have you presented/published/etc., during the previous year (AY 1988/89) and during the two academic years prior to AY 1988/89? Please give your best estimate if not sure.

If no presentations/publications/etc. for the past three years, check here _____ *(SKIP TO Q. 11)*

	Academic Year 1988/89	*Academic Years 1986/87 & 1987/88*
Articles or creative work published in refereed professional or trade journals	_____	_____
Articles or creative works published in non-refereed professional or trade journals	_____	_____
Articles or creative works published in non-juried popular media or in-house newsletters	_____	_____
Published reviews of books, articles, or creative works	_____	_____
Chapters in edited volumes	_____	_____
Textbooks	_____	_____
Other books	_____	_____
Monographs	_____	_____
Research or technical reports disseminated internally or to clients	_____	_____
Presentations at conferences, workshops, etc.	_____	_____
Juried exhibitions or performances in the fine or applied arts	_____	_____
Non-juried exhibitions or performances in the fine or applied arts	_____	_____
Patents or copyrights (excluding thesis or dissertation)	_____	_____
Computer software products	_____	_____

11. The question below deals with your teaching assignments for the 1988-89 Academic Year. The portion on the left asks you to circle the letter representing the *term, course level* and *primary setting* using the key provided above each. The portion on the right asks you to write in the *student enrollment*, the *number of meeting hours per week* and the *number of units* of each course.

For example, if you taught a 3 unit lower division lecture course during the Fall term of 1988 you would circle *F* under the *"Term"* column, *"L"* under the *"Course Level"* column and *"L"* under the *"Primary Setting"* column. You would then move to the right hand portion and write in your best estimate of the student enrollment, the number of hours per week that the course met and the number of units. Please do this for each course you taught at this institution for all terms during the 1988-89 Academic Year.

Term	*Course Level*	*Primary Setting*	*Student Enrollment*	*# Meeting Hours Per Week*	*# of Units*
(Circle correct letter(s) using keys below.)					
Fall(F) Winter(W) Spring(Sp) Summer(Su)	Lower Div(L) Upper Div(U) Graduate (G)	Lecture(L) Lab(LB) Fieldwork(F) Performance(P)	*(Write in your best estimate below.)*		
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___
F W Sp Su	L U G	L LB F P	_____	_____	___

12. Please use the spaces below to indicate how many different course preparations you taught during each term during the 1988-1989 Academic Year. Ignore those terms which do not fit with your institutions academic calendar.

	Fall	*Winter*	*Spring*	*Summer*
Different Preparations	_____	_____	_____	_____
Of the different preparations how many were new preparations?	_____	_____	_____	_____

13. For each type of student listed below please indicate about how many received individualized instruction (i.e., tutoring, independent study, directed readings) from you during a typical week during the Spring 1989 term. Also indicate the average number of contact hours per week that you spent providing individualized instruction to each type of student.

(PLEASE GIVE YOUR BEST ESTIMATE OF AN AVERAGE WEEK, IF NONE, ENTER "0".)

Type of Student	*Number of Students Receiving Individualized Instruction*	*Number of Hours of Individualized Instruction*
Lower Division	_____	_____
Upper Division	_____	_____
Graduate	_____	_____
All Other Students	_____	_____

14. During the 1988/89 academic year, about how many graduate or undergraduate thesis committees, comprehensive exams, or orals committees did you chair or serve on at this institution?

	Served as a Member (but did not chair)	*Chaired*
Thesis Committees		
Graduate	_____	_____
Undergraduate	_____	_____
Comprehensive exams or orals committees (other than as part of a thesis committee)	_____	_____

15. Please use the spaces below to indicate how many different committees you served on during each term of the 1988-89 Academic Year. Ignore those terms which do not fit you your institutions academic calendar. Please *do not* include thesis, exam or orals committees.

	Fall	*Winter*	*Spring*	*Summer*
Departmental Committees	_____	_____	_____	_____
School Committees	_____	_____	_____	_____
University Committees	_____	_____	_____	_____

16. About how many *office hours per week* are you required to schedule?

Hours/Week Required_____

17. In addition to your scheduled office hours about how many hours per week are you available to *students* outside of class?

Hours/Week Availability to Students_____

18. About how many hours per week are you available to *faculty* members?

Hours/Week Availability to Faculty_____

DEPARTMENTAL STATISTICS

This section contains questions about the department you chair, including numbers and characteristics of the faculty, courses being offered by the department and teaching assignments.

19. What is the name of your department or program? ____________________

20. Which of the following best describes the academic calendar at your institution?

Two semesters per year.. 1
Three quarters per year.. 2
Four quarters per year.. 3
Other (SPECIFY BELOW).. 4
____

21. Please indicate below about how many instructional faculty members are in each of the categories in your department during the 1989 Fall term?

Tenured/Tenure Track Faculty

	Women	*Men*
Tenured Minority	_____	_____
Tenure Track Minority	_____	_____
Tenured Non-Minority	_____	_____
Tenure Track Non-Minority	_____	_____

Temporary/Part Time Faculty

	Women	*Men*
Minority	_____	_____
Non-Minority	_____	_____

22. During AY 88-89, how many faculty in your department were considered and granted tenure and promotions?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

	Considered	*Granted*
Tenure only	_____	_____
Tenure and Promotion	_____	_____
Promotion only	_____	_____

23. During AY 88-89 how many temporary faculty were evaluated in your department?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE) ______

24. During the 1988-89 Academic Year, how may tenure track faculty were being recruited?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE) ______

25. Please estimate the total number of classes that are being taught by your department during the 1989 Fall Term.

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE) ______

26. Please estimate the following information regarding the students in your department.

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

Number students majoring in your department:

Graduate ______

Undergraduate ______

Number of Full Time Equivalent Students: ______

PERCEPTIONS REGARDING FACULTY BELIEFS

The following questions are designed to assess your perceptions of beliefs held by faculty in your department on a number of issues. Please consider the beliefs of the majority of faculty in selecting the most representative answer for each item.

27. How satisfied or dissatisfied are *the faculty* in your department about each of the following aspects of their job at this institution?

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)	*Very Satisfied*	*Somewhat Satisfied*	*Somewhat Dissatisfied*	*Very Dissatisfied*	*Not App*
Overall workload	1	2	3	4	NA
Job security	1	2	3	4	NA
The mix of teaching, research, administration and service (as applicable) that they are required to do	1	2	3	4	NA
Opportunity for reward at this institution	1	2	3	4	NA
Time available for working with students as an advisor, mentor, etc.	1	2	3	4	NA
Availability of support services and equipment (including clerical support, personal computers, etc.)	1	2	3	4	NA
Teaching assistance (graduate and student assistants, etc.)	1	2	3	4	NA
Quality of technical assistance	1	2	3	4	NA
Quality of facilities for research and creative activities	1	2	3	4	NA

28. Considering their activities during a typical term, do you think *the faculty* want to do more, less or about the same amount of each of the following?

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	The Faculty Would Want To Do:			
	More	*About the Same*	*Less*	*Not Applicable*
Research/Creative Activity	1	2	3	NA
Teaching	1	2	3	NA
Advising Students	1	2	3	NA
University, school and departmental service	1	2	3	NA
Community Service	1	2	3	NA
Administration	1	2	3	NA

QUESTIONS ABOUT YOU

29. For how many years have you been employed at this institution? _____

30. What is the duration of your appointment as chair? Years ______

31. For how many years have you served as chair? ______

32. Is your assignment as chair on an academic year basis or do you have a 12 month assignment?

Academic Year Appointment	1
12 Month Appointment	2
Other (SPECIFY BELOW)	3

____

33. Which of the following best describes your academic rank at this institution during the current term?

(PLEASE CIRCLE ONE NUMBER)

Distinguished/Named Professor	1
Professor	2
Associate Professor	3
Assistant Professor	4
Instructor	5
Lecturer	6
Other (SPECIFY BELOW)	7

____

34. In what academic year did you first achieve this rank?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE) AY 19__/__

35. Please list the highest degree or certificate that you hold, the field in which you received that degree, and the year in which you received that degree.

Degree__________ Field__________ Year______

36. Your Gender:

Male.. 1

Female.. 2

37. In what year were you born? 19___

38. Are you of Hispanic descent -- for example, Mexican, Mexican American, Chicano, Cuban, Puerto Rican, etc?

Yes.. 1

No... 2

39. What is your race? *(PLEASE CIRCLE ONE NUMBER)*

American Indian, Aleut, Eskimo............................ 1

Asian or Pacific Islander
(Japanese, Chinese, Filipino,
Asian Indian, Korean, Vietnamese,
Samoan, other).. 2

African American.. 3

White... 4

Other (SPECIFY BELOW)...................................... 5

____

THIS COMPLETES THE SURVEY

Thank you for your participation!

Please return in prepaid envelope to:

Faculty Workload Study
Social Science Research Center
California State University, Fullerton
Fullerton, CA 92634

APPENDIX C

Temporary Faculty Survey with Cover Letter

California State University, Fullerton
Fullerton, California 92634-9480

Social Science Research Center

Dear Colleague:

You recently received a letter indicating that you have been randomly selected to participate in a national study of faculty workload and activities. This study is a joint project of the California State University and the California Faculty Association, in cooperation with the Academic Senate of the California State University. The Social Science Research Center at California State University, Fullerton, is responsible for conducting this study.

The attached questionnaire has been carefully designed to facilitate ease of completion. Pretests have indicated that less than twenty minutes are required to complete this instrument. Please complete and return the questionnaire as soon as possible.

The purpose of this study is to gain an understanding of how faculty divide their time among various activities, and how they feel about their workload. You have been selected as part of the sample from your campus. Your responses will be combined with those of other faculty throughout the country. With these data, we will develop a profile of faculty workload. Your willingness to complete this instrument is essential to the integrity of the sample and the validity of the results. The information to be gained in this study is directly relevant to you and to other faculty members like you throughout the country.

In accordance with the provisions of the Family Educational Rights and Privacy Acts of 1976, your individual responses and all information which permit identification of you or your institution will be held strictly confidential.

We have enclosed a prepaid envelope for the return the completed questionnaire. Thank you for your participation in this research. Should you have any questions, you may call the Social Science Research Center at (714) 449-7106.

Sincerely,

Richard T. Serpe, Director

Sequence Number

_ _ _ _ _ _ _ _ _ _

Temporary Faculty Workload Survey

1. During the Fall 1989 term do you have any instructional duties at this institution (e. g. teaching one or more courses, advising or supervising students' academic activities?

Yes	1
No	2

(IF NO, PLEASE STOP HERE AND RETURN THIS PACKET TO SSRC IN THE ENCLOSED PREPAID ENVELOPE.)

2. During the Fall 1989 term does this institution consider you to be a permanent or a temporary employee?

Permanent	1
Temporary	2

(IF PERMANENT, PLEASE STOP HERE AND RETURN THIS PACKET TO SSRC IN THE ENCLOSED PREPAID ENVELOPE.)

3. If a temporary employee, are you:

Part-time	1
Full-time	2

4. During the Fall 1989 are you given a reduced teaching load?

No	1—> *SKIP TO Q. 5*
Yes	2

How many courses were you released from? _____

Was your released time funded by the university, by sources outside the university, or both?

(Circle all that apply.)

Funded by the university	1
Funded by outside sources	2

Which of the following best describes the type of activity for which you received a reduced teaching load?

(Circle all that apply.)

Student Advisement	1
Program Administration	2
Research/Creative Activities	3
Other (SPECIFY BELOW)	4

____

5. On the average, how many hours per week do you spend doing each of the following during the Fall 1989 term?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

Average # hours per week for Fall 1989 term

All activities for this institution (Teaching, research, community outreach, administration, office hours, etc.) ______

Any other paid activities (e.g. consulting, working on other jobs, businesses, etc.) ______

Unpaid (pro-bono) community service activities ______

6. Please estimate the percentage of your total working hours for this institution (first category listed in Q. 5) that you spend on each of the following activities during the Fall 1989 term.

(IF NOT SURE PLEASE GIVE YOUR BEST ESTIMATE: IF NONE, ENTER "0".)

(NOTE, THE PERCENTAGES BELOW SHOULD SUM TO 100%. OVERLAP CAN BE AVOIDED BY READING THE LIST BELOW FIRST. THANKS!)

Percentage of Total Working Hours

Teaching, instructional supervision and guest lecturing ______%

Advising (formal and informal) and recruiting ______%

Instructionally related paperwork; e.g. grading papers, preparing courses, developing new curricula, special preparations ______%

Research, scholarship, preparing or reviewing articles or books, preparing for professional meetings or conferences, etc. ______%

Giving performances or exhibitions in the fine or applied arts ______%

University Service ______%

School or Departmental Service ______%

Administrative activities not included under university, school or departmental service (Program development, administration or supervision) ______%

Other professional development activities and activities to remain current in your field (e.g. reading new literature, learning new technologies, practice) ______%

Serving as a mentor/role model for students and/or colleagues ______%

Seeking funding, including proposal writing ______%

Taking courses, pursuing an advanced degree ______%

Other (SPECIFY)______________________ ______%

TOTAL SHOULD SUM TO 100%

7. During the Fall 1989 term, are you employed only at this institution or do you also have other employment? Please include outside consulting or other self-owned business.

Employed only at this institution............................ 1 —> *Skip to Q. 9*

Also have other employment or consulting........... 2

8. Other than at this institution, in which of the following ways are you employed during the Fall 1989 term?

(PLEASE CHECK THE CATEGORY FOR ALL OTHER EMPLOYMENT ACTIVITIES THAT APPLY.)

Employment Activity	*Approximate # of hours per week*			
	1-10	*11-20*	*21-30*	*31 or More*
Consulting, freelance work, or self-owned business.	___	___	___	___
On staff of another educational institution	___	___	___	___
On staff of a foundation or other nonprofit organization	___	___	___	___
On staff of a for-profit business or industry in the private sector	___	___	___	___
On staff of the federal, state or local government (including military)	___	___	___	___
Other (SPECIFY BELOW)	___	___	___	___

____

9. How satisfied or dissatisfied do you personally feel about each of the following aspects of your job at this institution?

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Very Satisfied	*Somewhat Satisfied*	*Somewhat Dissatisfied*	*Very Dissatisfied*	*Not App*
My overall workload	1	2	3	4	NA
My job security	1	2	3	4	NA
The mix of teaching, research, administration and service (as applicable) that I am required to do	1	2	3	4	NA
Opportunity for reward at this institution	1	2	3	4	NA
Time available for working with students as an advisor, mentor, etc.	1	2	3	4	NA
Availability of support services and equipment (including clerical support, personal computers, etc.)	1	2	3	4	NA
Teaching assistance that I receive (graduate assistants, student assistants, etc.)	1	2	3	4	NA
Quality of technical assistance that I receive	1	2	3	4	NA
Quality of facilities for research and creative activities	1	2	3	4	NA

10. Considering your activities during a typical term, would you want to do more, about the same or less of the following:

(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	More	*About the Same*	*Less*	*Not Applicable*
Research/Creative Activity	1	2	3	NA
Teaching	1	2	3	NA
Advising Students	1	2	3	NA
University, school and departmental service	1	2	3	NA
Community Service	1	2	3	NA
Administration	1	2	3	NA

11. About how many of each of the following have you presented/published/etc. during the previous year (AY 1988/89) and during the two academic years prior to AY 1988/89? Please give your best estimate if not sure.

If no presentations/publications/etc. for the past three years, check here _____ *SKIP TO Q. 12*

	Academic Year 1988/89	Academic Years 1986/87 & 1987/88
Articles or creative work published in refereed professional or trade journals	_____	_____
Articles or creative works published in non-refereed professional or trade journals	_____	_____
Articles or creative works published in non-juried popular media or in-house newsletters	_____	_____
Published reviews of books, articles, or creative works	_____	_____
Chapters in edited volumes	_____	_____
Textbooks	_____	_____
Other books	_____	_____
Monographs	_____	_____
Research or technical reports disseminated internally or to clients	_____	_____
Presentations at conferences, workshops, etc.	_____	_____
Juried exhibitions or performances in the fine or applied arts	_____	_____
Non-juried exhibitions or performances in the fine or applied arts		
Patents or copyrights (excluding thesis or dissertation)	_____	_____
Computer software products	_____	_____

12. The question below deals with your teaching assignments for the Fall of 1989. The portion on the left asks you to circle the letter representing the *course level* and *primary setting* using the key provided above each. The portion on the right asks you to write in the *student enrollment*, the *number of meeting hours per week* and the *number of units* of each course.

For example, if you are teaching a 3 unit lower division lecture course you would circle *"L"* under the *"Course Level"* column and *"L"* under the *"Primary Setting"* column. You would then move to the right hand portion and write in your best estimate of the student enrollment, the number of hours per week that the course met and the number of units. Please do this for each course you are teaching at this institution for the Fall of 1989.

(Circle correct letter(s) using keys below.)

Course Level	Primary Setting	Student Enrollment	# Meeting Hours Per Week	# of Units
Lower Div(L) Upper Div(U) Graduate (G)	Lecture(L) Lab(LB) Fieldwork(F) Performance(P)		*(Write in your best estimate below.)*	
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____
L U G	L LB F P	_____	_____	____

13. Please use the spaces below to indicate how many different course preparations you are teaching during the Fall of 1989.

Different Preparations _____

Of the different preparations how many are new preparations? _____

14. For each type of student listed below please indicate about how many receive individualized instruction (i.e. tutoring, independent study, directed readings) from you during a typical week during the Fall 1989 term. Also indicate the average number of contact hours per week that you spend providing individualized instruction to each type of student.

(PLEASE GIVE YOUR BEST ESTIMATE OF AN AVERAGE WEEK, IF NONE, ENTER "0".)

Type of Student	*Number of Students Receiving Individualized Instruction*	*Number of Hours of Individualized Instruction*
Lower Division	______	______
Upper Division	______	______
Graduate	______	______
All Other Students	______	______

15. During the Fall of 1989, about how many graduate or undergraduate thesis committees, comprehensive exams, or orals committees are you chairing or serving on at this institution?

I am not permitted to serve on these committees. ______ *Skip to Q. 16*

	Served as a Member (but did not chair)	*Chaired*
Thesis Committees		
Graduate	______	______
Undergraduate	______	______
Comprehensive exams or orals committees (other than as part of a thesis committee)	______	______

16. Please use the spaces below to indicate how many different committees you are serving on during the current term. Please *do not* include thesis, exam or orals committees.

Departmental Committees ______

School Committees ______

University Committees ______

17. About how many *office hours per week* are you required to schedule?

Hours/Week Required ______

18. In addition to your scheduled office hours about how many hours per week are you available to *students* outside of class?

Hours/Week Availability to Students ______

19. For how many years have you been employed at this institution?

Years ______

20. Are you currently pursuing a full-time and/or tenure track position?

Yes, full-time temporary position	1
Yes, tenure track position	2
No	3

21. How long have you been teaching as a temporary faculty at this institution? Years ______

22. What is the duration of your contract or appointment at this institution?

One academic term	1
One academic/calendar year	2
Two or more academic/calendar years	3
Unspecified duration	4
Other (SPECIFY BELOW)	5

____

23. Which of the following best describes your academic rank at this institution during the current term?

(PLEASE CIRCLE ONLY ONE NUMBER)

Lecturer D (Professor Steps 16-20)	1
Lecturer C (Associate Professor Steps 11-18)	2
Lecturer B (Assistant Professor Steps 6-13)	3
Lecturer A (Instructor Steps 4-8)	4
Other (SPECIFY BELOW)	5

____

24. In what academic year did you first achieve this rank?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE) AY 19___/___

25. What is the name of your department or program?__________________________

Please Turn Page Over

26. How many full and part-time faculty are employed in your department or program?

(PLEASE GIVE YOUR BEST ESTIMATE IF NOT SURE)

Full-Time Faculty _____

Part-Time Faculty _____

27. Which of the following best describes the academic calendar at your institution?

Two semesters per year	1
Three quarters per year	2
Four quarters per year	3
Other (SPECIFY BELOW)	4

____

28. Please list the highest degree or certificate that you hold, the field in which you received that degree, and the year in which you received that degree.

Degree______________ Field_____________ Year_______

29. Your Gender:

Female	1
Male	2

30. In what year were you born? 19__

31. Are you of Hispanic descent -- for example, Mexican, Mexican American, Chicano, Cuban, Puerto Rican, etc?

Yes	1
No	2

32. What is your race? *(PLEASE CIRCLE ONE NUMBER)*

American Indian, Aleut, Eskimo	1
Asian or Pacific Islander (Japanese, Chinese, Filipino, Asian Indian, Korean, Vietnamese, Samoan, other)	2
African American	3
White	4
Other (SPECIFY BELOW)	5

____

APPENDIX D

Precontact Letters:
Permanent Faculty, Temporary Faculty, and Department Chairs

California State University, Fullerton
Fullerton, California 92634-9480

Social Science Research Center

Dear Colleague:

You have been randomly selected to participate in a national study of faculty workload and activities. This study is a joint project of the California State University and the California Faculty Association, in cooperation with the Academic Senate of the California State University. The Social Science Research Center at California State University, Fullerton, is responsible for conducting this study.

The purpose of this study is to gain an understanding of how faculty divide their time among various activities, and how they feel about their workload. You have been selected as part of the sample from your campus. Your responses will be combined with those of other faculty throughout the country. With these data, we will develop a profile of faculty workload.

We expect to mail your questionnaire within ten days. Your willingness to complete this instrument is essential to the integrity of the sample and the validity of the results. The information to be gained in this study is directly relevant to you and to other faculty members like you throughout the country.

In accordance with the provisions of the Family Educational Rights and Privacy Acts of 1976, your individual responses and all information which permit identification of you or your institution will be held strictly confidential.

Thank you for your participation in this research. Should you have any questions, you may call the Social Science Research Center at (714) 449-7106.

Sincerely,

Richard T. Serpe, Director

California State University, Fullerton
Fullerton, California 92634-9480

Social Science Research Center

Dear California State University Colleague:

You have been randomly selected to participate in a national study of faculty workload and activities. This study is a joint project of the California State University and the California Faculty Association, in cooperation with the Academic Senate of the California State University. The Social Science Research Center at California State University, Fullerton, is responsible for conducting this study.

The purpose of this study is to gain an understanding of how faculty divide their time among various activities, and how they feel about their workload. You have been selected as part of the sample from your campus. Your responses will be combined with those of other faculty throughout the California State University. We will develop a profile of California State University faculty's workload. In addition, we will compare the California State University faculty's workload with data from the national sample. These analyses will provide both the California State University and the California Faculty Association with valuable information.

We expect to mail your questionnaire within ten days. Your willingness to complete this instrument is essential to the integrity of the sample and the validity of the results. The information to be gained in this study is directly relevant to you and to other faculty members like you throughout the country.

In accordance with the provisions of the Family Educational Rights and Privacy Acts of 1976, your individual responses and all information which permit identification of you or your institution will be held strictly confidential.

Thank you for your participation in this research. Should you have any questions, you may call the Social Science Research Center at (714) 449-7106.

Sincerely,

Richard T. Serpe, Director

APPENDIX E

Follow-Up Post Card

The following text was printed on a 4" x 6" postcard.

Dear Colleague:

About two weeks ago you were mailed a questionnaire concerning faculty workload and activities. To date, we have not received your completed questionnaire. Your participation is essential to the success of the study. Pretests have indicated that fewer than twenty minutes are required to complete this instrument. Please take the time to complete and return the questionnaire. If you are in need of an additional questionnaire, please call (714) 449-7106. If you have already mailed the questionnaire, thank you for taking your time to assist us.

Sincerely,

Richard T. Serpe, Director
Social Science Research Center
California State University, Fullerton
Fullerton, CA 92634

APPENDIX F

Discipline Category Analyses: CSU Faculty vs. USA Faculty

F.1 Hours Worked and Allocation of Time by Discipline

F.2 Research, Creative, and Professional Activities by Discipline

F.3 Teaching Loads and Teaching Activities by Discipline

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

	# Hrs Per Week Directly Related to Faculty Pos		# Hrs Per Week Other Paid Activities		# Hrs Per Week Unpaid Community Services	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Arts	45.62 (135)	44.70 (114)	4.96 (135)	4.01 (114)	3.12 (135)	3.01 (114)
Business	47.06 (193)	45.67 (115)	3.20 (193)	3.34 (115)	2.81 (193)	2.61 (115)
Education	44.76 (201)	45.70 (127)	3.92 (201)	2.31 (127)	4.24 (201)	3.35 (127)
Engineering/Computer Science	48.42 (176)	46.14 (106)	2.57 (176)	3.70 (106)	2.44 (176)	1.91 (106)
Humanities	51.42 (202)	49.24 (100)	1.64 (202)	1.80 (100)	2.15 (202)	1.86 (100)
Math/Science	50.49 (324)	49.39 (188)	1.43 (324)	1.38 (188)	2.20 (324)	2.31 (188)
Behavioral/Social Science	47.66 (487)	47.40 (195)	2.66 (487)	2.68 (195)	3.06 (487)	2.20 (195)
Professional/Technical	46.54 (200)	46.84 (117)	2.56 (200)	2.78 (117)	4.07 (200)	3.56 (117)

F Values[2]			
Discipline	8.08***	11.65***	9.54**
CSU/USA	2.51	.31***	6.79**
Interaction	.60	1.78	.69

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

	% Tot Instit Wrk Hrs Teach,Instrct,Supvis		% Tot Instit Wrk Hrs Advising/Recruiting		% Tot Instit Instructnl Paperwrk	
	CSU	USA	CSU	USA	CSU	USA
Dicipline						
Arts	37.81 (135)	37.16 (116)	8.36 (135)	6.48 (116)	13.53 (135)	12.51 (116)
Business	30.06 (194)	29.50 (116)	9.44 (194)	7.20 (116)	20.57 (194)	17.95 (116)
Education	35.68 (201)	32.63 (129)	9.92 (201)	9.16 (129)	15.94 (201)	15.97 (129)
Engineering/Computer Science	30.24 (176)	27.28 (107)	8.42 (176)	7.73 (107)	22.75 (176)	18.27 (107)
Humanities	28.60 (202)	29.69 (104)	7.90 (202)	6.09 (104)	23.98 (202)	22.14 (104)
Math/Science	31.95 (325)	27.88 (194)	7.31 (325)	5.87 (194)	22.48 (325)	18.98 (194)
Behavioral/Social Science	30.26 (488)	27.37 (200)	9.70 (488)	6.63 (200)	20.31 (488)	16.26 (200)
Professional/Technical	36.51 (201)	31.31 (119)	9.68 (201)	7.56 (119)	18.08 (201)	16.05 (119)

F Values[2]			
Discipline	13.34***	6.83***	19.09***
CSU/USA	16.90***	46.20***	30.46***
Interaction	1.25	1.20	1.25

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

Discipline	% Tot Instit Wrk Hrs Research/Scholarshp CSU	% Tot Instit Wrk Hrs Research/Scholarshp USA	% Tot Instit Wrk Hrs Performance/Exhibitn CSU	% Tot Instit Wrk Hrs Performance/Exhibitn USA	% Tot Instit Wrk Hrs School/Dept Service CSU	% Tot Instit Wrk Hrs School/Dept Service USA	% Tot Instit Wrk Hrs Admin Activities CSU	% Tot Instit Wrk Hrs Admin Activities USA
Arts	8.93 (135)	12.78 (116)	6.05 (135)	9.66 (116)	7.33 (135)	5.36 (115)	3.56 (135)	1.79 (115)
Business	15.92 (194)	21.21 (116)	.14 (194)	.53 (116)	7.01 (194)	7.76 (115)	2.11 (194)	2.50 (115)
Education	8.91 (201)	11.93 (130)	.24 (201)	.17 (130)	7.82 (201)	7.53 (130)	4.68 (201)	4.91 (130)
Engineering/ Computer Science	10.74 (176)	21.03 (107)	.23 (176)	.21 (107)	8.17 (176)	5.75 (107)	2.28 (176)	3.22 (107)
Humanities	13.52 (202)	18.51 (104)	.24 (202)	.78 (104)	7.16 (202)	6.67 (104)	3.06 (202)	2.15 (104)
Math/Science	14.56 (324)	20.65 (194)	.07 (324)	.16 (194)	5.33 (325)	6.36 (194)	1.71 (325)	2 (194)
Behavioral/ Social Science	14.16 (487)	22.39 (200)	.27 (487)	.16 (200)	6.45 (488)	6.17 (200)	2.60 (488)	2.91 (200)
Professional/Technica	19.04 (201)	16.35 (119)	.05 (201)	.43 (119)	6.55 (200)	7.66 (119)	3.92 (200)	3.04 (119)

F Values[2]	Research/Scholarshp	Performance/Exhibitn	School/Dept Service	Admin Activities
Discipline	19.84***	165.53***	3.95***	5.83***
CSU/USA	153.65***	12.60***	.47	.07
Interaction	2.46**	9.40***	3.04**	1.12

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

	% Tot Instit Wrk Hrs Othr Prof Activity		% Tot Instit Wrk Hrs Mentor/Role Model		% Tot Instit Wrk Hrs Seek Funding		% Tot Instit Wrk Hrs Pursue Advncd Degree	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Discipline								
Arts	5.70	5.50	1.96	1.68	1.72	.80	.84	.63
	(135)	(115)	(135)	(115)	(135)	(116)	(135)	(116)
Business	6.78	6.06	1.89	2.84	1.31	1.25	.79	.45
	(194)	(115)	(194)	(115)	(194)	(116)	(194)	(116)
Education	5.04	5.84	1.94	1.92	2.24	1.28	.29	.32
	(201)	(130)	(201)	(130)	(201)	(130)	(201)	(130)
Engineering/Computer Science	5.61	5.85	1.65	1.50	2.94	4.08	.49	1.76
	(176)	(107)	(176)	(107)	(176)	(107)	(176)	(107)
Humanities	6.16	4.88	1.68	1.28	1.16	1.35	.36	.17
	(202)	(104)	(202)	(104)	(202)	(104)	(202)	(104)
Math/Science	6.03	6.35	1.34	2.77	2.38	4.35	.40	.19
	(325)	(194)	(325)	(194)	(324)	(194)	(324)	(194)
Behavioral/Social Science	6.88	6.14	2.14	2.57	1.47	2.06	.23	.63
	(488)	(200)	(488)	(200)	(488)	(200)	(488)	(200)
Professional/Technical	6.27	6.18	2.54	2.61	1.66	2.29	1.36	1.14
	(200)	(119)	(200)	(119)	(201)	(118)	(201)	(118)

F Values[2]

	Othr Prof Activity	Mentor/Role Model	Seek Funding	Pursue Advncd Degree
Discipline	2.40*	2.28*	16.99***	4.16***
CSU/USA	.89	4.86*	10.20***	.28
Interaction	1.09	2.00*	6.03***	1.90

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

	Satisfaction with Workload[2]		Satisfaction with Institutional Support[2]	
	CSU	USA	CSU	USA
Discipline				
Arts	11.10 (97)	10.00 (86)	12.71 (97)	11.58 (86)
Business	10.76 (154)	9.62 (97)	12.35 (154)	10.67 (97)
Education	11.08 (145)	10.05 (105)	12.57 (145)	11.52 (105)
Engineering/Computer Science	10.33 (138)	9.48 (93)	11.87 (138)	11.14 (93)
Humanities	11.47 (116)	10.70 (60)	12.32 (116)	11.68 (60)
Math/Science	10.78 (253)	9.69 (154)	11.52 (253)	10.79 (154)
Behavioral/Social Science	11.15 (367)	9.87 (152)	12.54 (367)	11.14 (152)
Professional/Technical	10.95 (137)	9.41 (92)	12.71 (137)	11.43 (92)

F Values[3]	Satisfaction with Workload	Satisfaction with Institutional Support
Discipline	3.63***	5.25***
CSU/USA9	2.51***	80.20***
Interaction	.44	1.10

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Satisfaction scales derived through factor analysis of responses to Q.7
Note: The higher the score, the greater the dissatisfaction.

[3] F Value is derived from analysis of variance.

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

	Want More,Same,Less[2] Resrch/Creatve Actvty		Want More,Same,Less[2] Teaching		Want More,Same,Less[2] Advising Students	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Arts	1.14 (133)	1.29 (113)	2.35 (133)	2.27 (113)	1.99 (133)	2.04 (113)
Business	1.34 (191)	1.71 (109)	2.48 (191)	2.15 (109)	2.09 (191)	2.04 (109)
Education	1.29 (196)	1.33 (124)	2.22 (196)	2.19 (124)	2 (196)	2.10 (124)
Engineering/Computer Science	1.28 (174)	1.31 (105)	2.57 (174)	2.24 (105)	2.01 (174)	2.10 (105)
Humanities	1.18 (198)	1.14 (98)	2.57 (198)	2.51 (98)	2.04 (198)	2.06 (98)
Math/Science	1.23 (313)	1.36 (184)	2.55 (313)	2.29 (184)	1.97 (313)	2.05 (184)
Behavioral/Social Science	1.16 (476)	1.22 (198)	2.63 (476)	2.38 (198)	2.07 (476)	2.12 (198)
Professional/Technical	1.30 (196)	1.23 (114)	2.35 (196)	2.18 (114)	2.03 (196)	2.10 (114)
F Values[3]						
Discipline	11.89***		15.71***		1.36	
CSU/USA	18.00***		77.90***		6.77**	
Interaction	5.25***		3.19**		.64	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Scale: More=1, About Same=2 and Less=3.

[3] F Value is derived from analysis of variance.

Table F.1

CSU Faculty vs. USA Faculty

Hours Worked and Allocation of time by Discipline[1]

	Want More,Same,Less[2] University Service		Want More,Same, Less[2] Administration	
	CSU	USA	CSU	USA
Discipline				
Arts	2.60	2.46	2.49	2.30
	(99)	(74)	(99)	(74)
Business	2.32	2.35	2.43	2.43
	(141)	(77)	(141)	(77)
Education	2.55	2.40	2.45	2.27
	(146)	(100)	(146)	(100)
Engineering/Computer Science	2.24	2.25	2.32	2.41
	(133)	(68)	(133)	(68)
Humanities	2.47	2.28	2.46	2.30
	(132)	(53)	(132)	(53)
Math/Science	2.40	2.41	2.50	2.33
	(213)	(111)	(213)	(111)
Behavioral/Social Science	2.44	2.41	2.47	2.37
	(336)	(134)	(336)	(134)
Professional/Technical	2.40	2.52	2.41	2.35
	(139)	(91)	(139)	(91)

F Values[3]		
Discipline	5.76***	.75
CSU/USA	1.77	13.24***
Interaction	1.79	1.40

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Scale: More=1, About Same=2 and Less=3.

[3] F Value is derived from analysis of variance.

Table F.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Published Articles Creative Work						Book Chapters	
	(Refereed) 1988/89		(Refereed) 1986/87 & 87/88		(Non-refereed) 1986/87 & 87/88		1986/87 & 87/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Discipline Category								
Arts	.29	.68	.41	.72	.68	.43	.07	.06
	(117)	(109)	(117)	(109)	(117)	(109)	(117)	(108)
Business	1.06	1.27	1.41	1.96	.67	1.02	.14	.23
	(177)	108)	(177)	(108)	(177)	(108)	(177)	(109)
Education	.83	1.16	1.14	1.98	.99	.71	.19	.26
	(160)	(112)	(160)	(112)	(160)	(112)	(159)	(113)
Engineering/Computer Science	.91	1.30	1.60	2.11	.85	.83	.11	.30
	(149)	(90)	(149)	(90)	(149)	(90)	(149)	(89)
Humanities	.85	1.58	1.62	2.57	.92	1.32	.66	.37
	(178)	(100)	(178)	(100)	(178)	(100)	(178)	(99)
Science/Math	1.01	1.52	1.77	2.51	.37	.64	.15	.18
	(262)	(174)	(262)	(174)	(262)	(174)	(262)	(173)
Behavioral/Social Science	.88	1.26	1.57	2.23	.65	.62	.43	.61
	(421)	(186)	(421)	(186)	(421)	(186)	(421)	(186)
Professional/Technical	.98	1.50	1.28	2.15	1.11	.92	.32	.27
	(168)	(115)	(168)	(115)	(168)	(115)	(168)	(115)
F Values[2]								
Discipline	5.8***		7.6***		2.8**		3.2**	
CSU/USA	43.2***		35.5***		.2		.3	
Interaction	.6		.3		1.0		.5	

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* p. < .05 ** p. < .01 *** p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F values derived from analysis of variance.

Table F.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Non-juried Exhibitions Performances		Patents		Computer Software			
	1986/87 & 87/88		1988/89		1988/89		1986/87 & 87/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Discipline Category								
Arts	4.99	6.54	.10	.08	.03	.03	.02	.00
	(117)	(109)	(116)	(110)	(116)	(110)	(116)	(110)
Business	.00	.05	.01	.06	.08	.07	.10	.17
	(177)	(109)	(177)	(109)	(177)	(109)	(177)	(109)
Education	.09	.07	.19	.04	.10	.12	.04	.11
	(160)	(113)	(160)	(113)	(160)	(113)	(160)	(113)
Engineering/Computer Science	.04	.00	.05	.04	.42	.18	.48	.31
	(149)	(89)	(149)	(90)	(149)	(90)	(149)	(90)
Humanities	.19	.00	.03	.04	.01	.02	.01	.03
	(178)	(99)	(178)	(98)	(178)	(98)	(178)	(98)
Science/Math	.05	.00	.03	.06	.16	.08	.15	.10
	(262)	(175)	(262)	(175)	(262)	(175)	(262)	(175)
Social/Behavioral Science	.12	.04	.06	.02	.15	.05	.14	.06
	(422)	(186)	(422)	(186)	(422)	(186)	(422)	(186)
Professional/Technical	.02	.18	.01	.03	.08	.07	.17	.03
	(168)	(115)	(168)	(115)	(168)	(115)	(168)	(115)
F Values[2]								
Discipline	84.6***		2.1*		3.4**		6.8***	
CSU/USA	.7		.6		3.0		1.8	
Interaction	1.7		1.4		.7		.9	

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.

2. F values derived from analysis of variance.

Table F.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Textbooks				Other Books			
	1988/89		1986/87 & 87/88		1988/89		1986/87 & 87/88	
Discipline Category	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Arts	.09	.07	.05	.06	.07	.05	.09	.06
	(117)	(108)	(117)	(108)	(117)	(108)	(117)	(108)
Business	.09	.06	.19	.13	.09	.07	.06	.14
	(177)	(109)	(177)	(109)	(177)	(109)	(177)	(109)
Education	.10	.09	.13	.09	.08	.14	.08	.09
	(159)	(113)	(159)	(113)	(159)	(113)	(159)	(113)
Engineering/Computer Science	.07	.07	.11	.09	.05	.03	.04	.00
	(149)	(89)	(149)	(89)	(149)	(89)	(149)	(89)
Humanities	.08	.06	.09	.08	.19	.14	.17	.19
	(178)	(99)	(178)	(99)	(178)	(99)	(178)	(99)
Science/Math	.04	.03	.08	.08	.05	.04	.07	.04
	(262)	(173)	(262)	(173)	(262)	(173)	(262)	(173)
Social/Behavioral Science	.07	.10	.05	.04	.10	.15	.12	.12
	(421)	(186)	(421)	(186)	(421)	(186)	(421)	(186)
Professional/Technical	.10	.10	.13	.01	.10	.03	.04	.08
	(168)	(115)	(168)	(115)	(168)	(115)	(168)	(115)
F Values[2]								
Discipline	1.3		2.4*		2.6*		3.8***	
CSU/USA	.1		2.7		.1		.1	
Interaction	.3		.6		.7		.7	

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.

2. F values derived from analysis of variance.

Table F.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Monographs			Internal Research & Technical Reports			Presentations at Conferences	
	1986/87 & 87/88		1988/89		1986/87 & 87/88		1988/89	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Arts	.04 (117)	.05 (109)	.43 (117)	.47 (109)	1.01 (117)	.72 (109)	1.52 (117)	1.19 (109)
Business	.20 (176)	.07 (108)	.63 (176)	.55 (108)	1.70 (176)	.98 (108)	2.23 (176)	1.78 (108)
Education	.22 (160)	.15 (113)	.67 (160)	.59 (113)	1.01 (160)	.71 (113)	3.88 (160)	3.35 (113)
Engineering/Computer Science	.11 (149)	.03 (89)	1.46 (149)	1.06 (89)	2.63 (149)	1.79 (89)	1.83 (149)	2.39 (89)
Humanities	.12 (178)	.20 (99)	.29 (178)	.39 (99)	.53 (178)	.52 (99)	2.11 (178)	2.13 (99)
Science/Math	.06 (262)	.05 (174)	.73 (262)	.42 (174)	1.26 (262)	.60 (174)	1.63 (262)	2.36 (174)
Social/Behavioral Science	.12 (422)	.10 (186)	1.02 (422)	.58 (186)	1.42 (422)	.73 (186)	2.31 (422)	2.34 (186)
Professional/Technical	.08 (168)	.05 (115)	.79 (168)	.69 (115)	1.32 (168)	.94 (115)	1.76 (168)	2.87 (115)

F Values[2]

Discipline	2.2*	4.5***	3.8***	8.7***
CSU/USA	1.5	4.5*	8.7**	1.4
Interaction	.7	.6	.3	1.9

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. F values derived from analysis of variance.

Table F.2

CSU Faculty vs. USA Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Presentations				Exhibitions/Performances			
			Juried		Juried		Non-Juried	
	1986/87 & 87/88		1988/89		1986/87 & 87/88		1988/89	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Discipline Category								
Arts	2.68	1.86	2.15	2.09	2.97	3.35	3.04	3.51
	(117)	(109)	(117)	(109)	(117)	(109)	(117)	(109)
Business	2.87	3.09	.07	.00	.01	.00	.02	.02
	(177)	(109)	(177)	(109)	(177)	(109)	(177)	(109)
Education	5.90	6.07	.40	.05	.08	.16	.03	.04
	(160)	(113)	(160)	(113)	(160)	(113)	(160)	(113)
Engineering/Computer Science	2.46	3.30	.46	.00	.05	.00	.00	.00
	(149)	(89)	(149)	(89)	(149)	(89)	(149)	(89)
Humanities	3.57	4.22	.34	.92	.19	.26	.15	.01
	(178)	(99)	(178)	(99)	(178)	(99)	(178)	(99)
Science/Math	2.84	4.12	.23	.00	.02	.00	.03	.01
	(262)	(175)	(262)	(175)	(262)	(175)	(262)	(175)
Social/Behavioral Science	4.28	4.31	.71	.03	.08	.03	.05	.07
	(422)	(186)	(422)	(186)	(422)	(186)	(422)	(186)
Professional Technical	3.33	5.10	.26	.10	.04	.12	.01	.12
	(168)	(115)	(168)	(115)	(168)	(115)	(168)	(115)
F Values[2]								
Discipline	10.7***		7.8***		53.5***		94.6***	
CSU/USA	5.1*		2.3		.2		.3	
Interaction	1.3		.8		.2		.6	

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.

2. F values derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Courses			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	3.56 (100)	3.25 (102)	3.30 (27)	2.86 (14)
Business	3.12 (122)	2.76 (100)	2.09 (70)	1.80 (10)
Education	3.25 (125)	3.22 (108)	2.52 (66)	2.43 (14)
Engineering/Computer Science	3.03 (126)	2.31 (91)	2.80 (46)	2.23 (13)
Humanities	3.25 (142)	2.89 (87)	2.71 (52)	2.24 (14)
Science/Math	3.19 (218)	2.59 (169)	2.71 (90)	1.81 (27)
Behavioral/Social Science	3.30 (340)	2.54 (183)	2.53 (129)	2.00 (14)
Professional/Technical	3.14 (143)	2.50 (94)	2.81 (52)	1.94 (16)

F Values[2]

Discipline	6.40***	5.20***
CSU/USA	83.16***	24.33***
Interaction	2.44**	.82

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Courses			
	Winter			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	-	-	3.04 (27)	2.14 (14)
Business	-	-	2.20 (70)	2.00 (10)
Education	-	-	2.20 (66)	2.50 (14)
Engineering/Computer Science	-	-	2.78 (46)	1.85 (13)
Humanities	-	-	2.40 (52)	2.29 (14)
Science/Math	-	-	2.48 (90)	2.19 (27)
Behavioral/Social Science	-	-	2.49 (129)	1.79 (14)
Professional/Technical	-	-	2.67 (52)	1.94 (16)

F Values[2]

Discipline	1.82
CSU/USA	13.60***
Interaction	1.63

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Courses			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	3.24 (100)	2.70 (102)	2.30 (27)	2.14 (14)
Business	2.93 (122)	2.42 (100)	2.11 (70)	2.00 (10)
Education	2.92 (125)	2.80 (108)	2.02 (66)	2.14 (14)
Engineering/Computer Science	2.92 (126)	2.04 (91)	2.35 (46)	1.77 (13)
Humanities	2.98 (142)	2.74 (87)	2.19 (52)	2.21 (14)
Science/Math	2.97 (218)	2.35 (164)	2.36 (90)	2.07 (27)
Behavioral/Social Science	3.09 (340)	2.26 (183)	2.18 (129)	1.64 (14)
Professional/Technical	3.03 (143)	2.15 (94)	2.27 (52)	1.88 (16)

F Values[2]

	Semester System	Quarter System
Discipline	2.41**	.70
CSU/USA	106.04***	5.41
Interaction	2.53**	.66

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Students			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	84.27 (94)	67.65 (100)	94.81 (26)	63.07 (14)
Business	101.39 (119)	91.86 (98)	79.29 (68)	94.00 (10)
Education	74.61 (123)	84.35 (103)	71.14 (64)	48.15 (13)
Engineering/Computer Science	80.08 (120)	70.57 (86)	68.00 (46)	43.92 (12)
Humanities	92.13 (136)	75.09 (85)	79.84 (50)	52.14 (14)
Science/Math	97.57 (212)	88.70 (157)	80.53 (90)	84.12 (26)
Behavioral/Social Science	102.55 (326)	101.60 (177)	82.35 (90)	87.64 (26)
Professional/Technical	84.69 (136)	61.43 (94)	81.84 (50)	39.31 (16)

F Values[2]	Semester System	Quarter System
Discipline	9.22***	1.02
CSU/USA	8.88***	4.35*
Interaction	1.74	1.17

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Students			
	Winter			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	-	-	64.12 (26)	45.43 (14)
Business	-	-	68.85 (68)	97.80 (10)
Education	-	-	56.50 (64)	52.92 (13)
Engineering/Computer Science	-	-	65.20 (46)	42.58 (12)
Humanities	-	-	69.56 (50)	52.43 (14)
Science/Math	-	-	69.39 (90)	97.42 (26)
Behavioral/Social Science	-	-	75.48 (124)	84.43 (14)
Professional/Technical	-	-	67.52 (50)	42.25 (16)

F Values[2]

Discipline	2.03*
CSU/USA	.01
Interaction	2.20*

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Students			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	76.05 (94)	52.15 (100)	56.85 (26)	50.50 (14)
Business	95.50 (119)	81.91 (98)	59.85 (68)	67.10 (10)
Education	63.70 (123)	69.58 (103)	56.05 (13)	43.85 (84)
Engineering/Computer Science	75.03 (120)	54.50 (86)	41.75 (12)	55.89 (46)
Humanities	82.44 (136)	70.94 (85)	60.57 (14)	62.82 (50)
Science/Math	84.90 (212)	66.01 (157)	86.00 (26)	63.02 (90)
Behavioral/Social Science	95.25 (326)	77.08 (177)	59.50 (14)	63.12 (14)
Professional/Technical	75.72 (136)	58.74 (94)	35.94 (16)	61.34 (50)

F Values[2]	Semester System	Quarter System
Discipline	7.56***	.90
CSU/USA	34.72***	.12
Interaction	1.37	1.19

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Meeting Hours Per Week			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	14.55 (93)	12.20 (98)	13.58 (24)	13.54 (13)
Business	9.42 (113)	8.16 (91)	9.40 (65)	8.50 (10)
Education	10.62 (113)	10.23 (95)	10.83 (59)	8.20 (10)
Engineering/Computer Science	9.94 (121)	7.25 (87)	10.61 (46)	9.25 (12)
Humanities	10.44 (126)	9.42 (81)	10.84 (49)	10.31 (13)
Science/Math	11.37 (210)	8.61 (153)	12.11 (89)	7.53 (25)
Behavioral/Social Science	10.56 (312)	8.60 (176)	9.98 (120)	7.86 (14)
Professional/Technical	12.36 (132)	10.48 (91)	13.51 (49)	13.67 (15)

F Values[2]	Semester System	Quarter System
Discipline	13.41***	6.12***
CSU/USA	49.47***	10.21***
Interaction	1.13	1.24

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

Number of Meeting Hours Per Week

Winter

	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	-	-	13.71 (24)	9.54 (13)
Business	-	-	10.29 (65)	9.30 (10)
Education	-	-	8.76 (59)	10.50 (10)
Engineering/Computer Science	-	-	10.41 (46)	6.67 (12)
Humanities	-	-	9.35 (49)	9.85 (13)
Science/Math	-	-	11.02 (89)	9.16 (25)
Behavioral/Social Science	-	-	9.89 (120)	7.07 (14)
Professional/Technical	-	-	12.92 (49)	12.53 (15)

F Values[2]

Discipline	4.01***
CSU/USA	6.46**
Interaction	1.25

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Meeting Hours Per Week			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	13.48 (93)	10.50 (98)	11.71 (24)	10.62 (13)
Business	8.80 (113)	7.64 (91)	8.77 (65)	8.80 (10)
Education	9.78 (113)	8.42 (87)	8.24 (59)	10.30 (10)
Engineering/Computer Science	9.49 (121)	6.68 (87)	9.33 (46)	8.25 (12)
Humanities	9.79 (126)	8.70 (81)	8.61 (49)	10.92 (13)
Science/Math	10.84 (210)	7.63 (153)	10.18 (89)	8.36 (25)
Behavioral/Social Science	9.74 (312)	7.66 (176)	8.63 (120)	6.14 (14)
Professional/Technical	11.91 (132)	9.54 (91)	12.49 (49)	13.53 (15)

F Values[2]	Semester System	Quarter System
Discipline	9.55***	5.33***
CSU/USA	62.84***	.40
Interaction	1.18	1.23

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Units			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	9.10 (93)	7.83 (86)	10.28 (25)	11.62 (13)
Business	9.59 (115)	7.62 (89)	9.13 (64)	5.89 (9)
Education	8.77 (113)	8.74 (102)	9.21 (58)	8.45 (11)
Engineering/Computer Science	8.42 (117)	6.31 (81)	8.88 (42)	8.36 (11)
Humanities	10.07 (130)	8.88 (80)	11.62 (50)	9.23 (13)
Science/Math	8.49 (200)	7.08 (141)	8.86 (79)	6.56 (25)
Behavioral/Social Science	9.71 (307)	7.68 (167)	10.13 (120)	7.00 (11)
Professional/Technical	8.75 (127)	7.15 (84)	9.27 (49)	7.18 (11)

F Values[2]		
Discipline	7.09***	4.06***
CSU/USA	80.40***	14.44***
Interaction	1.89	1.24

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Units			
	Winter			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	-	-	9.44 (25)	8.38 (13)
Business	-	-	9.27 (64)	7.11 (9)
Education	-	-	8.02 (58)	9.09 (11)
Engineering/Computer Science	-	-	8.79 (42)	6.09 (11)
Humanities	-	-	10.28 (50)	8.92 (13)
Science/Math	-	-	8.15 (79)	7.68 (25)
Behavioral/Social Science	-	-	10.12 (120)	6.00 (11)
Professional/Technical	-	-	9.06 (49)	7.27 (11)

F Values[2]

Discipline	2.43**
CSU/USA	10.59***
Interaction	1.46

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table F.3

CSU Faculty vs. USA Faculty

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Units			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	8.41 (93)	7.22 (86)	7.20 (25)	9.38 (13)
Business	8.94 (115)	6.63 (89)	8.91 (64)	7.22 (9)
Education	7.96 (113)	7.63 (102)	7.16 (58)	8.45 (11)
Engineering/Computer Science	8.15 (117)	5.62 (81)	7.55 (42)	7.00 (11)
Humanities	9.45 (130)	8.34 (80)	9.66 (50)	8.77 (13)
Science/Math	8.00 (200)	6.13 (141)	8.11 (79)	7.20 (25)
Behavioral/Social Science	9.22 (307)	6.59 (167)	8.81 (120)	5.65 (11)
Professional/Technical	8.26 (127)	6.42 (84)	7.88 (49)	7.18 (11)

F Values[2]

Discipline	5.88***	2.06*
CSU/USA	112.84***	2.04
Interaction	2.69**	1.59

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

APPENDIX G

Discipline Category Analysis: CSU Chairs vs. USA Chairs

G.1 Hours Worked and Allocation of Time by Discipline
G.2 Research, Creative, and Professional Activities by Discipline
G.3 Teaching Loads and Teaching Activities by Discipline

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	# Hrs Wk Directly Related to Chair Pos		# Hrs Wk for Instit Excluding Pos. Duties		# Hrs Wk for Other Paid Activities	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Arts	36.59 (34)	32.08 (24)	16.97 (34)	16.83 (24)	2.29 (34)	2.50 (24)
Business	26.56 (39)	27.59 (22)	18.64 (39)	18.05 (22)	2.97 (39)	2.95 (22)
Education	33.48 (27)	28.71 (24)	13.15 (27)	15.78 (23)	1.26 (27)	3.00 (23)
Engineering/Computer Science	28.89 (35)	27.61 (18)	19.94 (34)	17.44 (18)	2.94 (34)	1.83 (18)
Humanities	26.24 (38)	28.17 (24)	25.11 (38)	20.08 (24)	1.50 (38)	.33 (24)
Math/Science	29.42 (55)	25.68 (34)	19.44 (55)	19.82 (34)	1.27 (55)	.85 (34)
Behavioral/Social Science	27.16 (106)	26.11 (56)	21.66 (106)	18.21 (56)	2.75 (106)	2.86 (56)
Professional/Technical	29.31 (51)	31.19 (16)	19.10 (51)	19.75 (16)	2.14 (51)	1.00 (16)

F Values[2]

Discipline	3.46***	3.40***	2.50**
CSU/USA	1.79***	3.40***	2.80**
Interaction	.75	.91	.84

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	% Hrs Relatd to Pos: Schedule Activities		% Hrs Relatd to Pos: Faculty Recruitment		% Hrs Relatd to Pos Promotion Decisions	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Arts	6.91 (34)	7.17 (23)	3.82 (34)	6.09 (23)	5.29 (34)	6.87 (23)
Business	9.85 (39)	9.05 (22)	8.87 (39)	10.91 (22)	6.03 (39)	8.00 (22)
Education	9.25 (28)	8.67 (24)	5.79 (28)	4.00 (24)	5.46 (28)	4.75 (24)
Engineering/Computer Science	8.91 (35)	7.11 (18)	4.97 (35)	5.33 (18)	5.60 (35)	8.56 (18)
Humanities	10.39 (38)	10.54 (24)	7.32 (38)	5.71 (24)	8.21 (38)	6.58 (24)
Math/Science	11.15 (55)	7.21 (34)	5.56 (55)	6.21 (34)	5.13 (55)	7.29 (34)
Behavioral/Social Science	9.46 (106)	8.20 (55)	5.85 (106)	5.75 (55)	4.56 (106)	5.93 (55)
Professional/Technical	8.55 (51)	6.75 (16)	5.04 (51)	3.63 (16)	5.49 (51)	7.63 (16)

F Values[2]	% Hrs Relatd to Pos: Schedule Activities	% Hrs Relatd to Pos: Faculty Recruitment	% Hrs Relatd to Pos Promotion Decisions
Discipline	1.70	3.90***	1.70
CSU/USA	5.80*	.02	6.60**
Interaction	.75	8.30	1.04

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	% Hrs Relatd to Pos: Hirng Supvs Temp Fac		% Hrs Relatd to Pos: Faculty Concerns		% Hrs Relatd to Pos: Student Concerns	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Art	8.44 (34)	5.00 (23)	17.29 (34)	14.09 (23)	10.15 (34)	9.00 (23)
Business	8.31 (39)	5.45 (22)	11.46 (39)	13.14 (22)	14.54 (39)	13.27 (22)
Education	6.57 (28)	4.42 (24)	12.18 (28)	14.04 (24)	12.25 (28)	12.50 (24)
Engineering/Computer Science	6.91 (35)	8.00 (18)	11.31 (35)	11.28 (18)	14.43 (35)	11.61 (18)
Humanities	9.22 (37)	6.71 (24)	11.70 (37)	17.83 (24)	10.81 (37)	11.46 (24)
Math/Science	6.85 (55)	4.76 (34)	11.76 (55)	16.53 (34)	11.96 (55)	11.47 (34)
Behavioral/Social Science	6.89 (106)	5.31 (55)	14.07 (106)	14.35 (55)	15.93 (106)	13.80 (55)
Professional/Technical	7.80 (51)	3.63 (16)	13.88 (51)	14.50 (16)	12.90 (51)	14.31 (16)
F Values[2]						
Discipline	1.30		1.95		3.25**	
CSU/USA	18.08***		5.24*		1.41	
Interaction	.90		2.16*		.39	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	% Hrs Relatd to Pos: Prgm Crednting,Certif		% Hrs Relatd to Pos: Resp to Admin Rqst		% Hrs Relatd to Pos: Fac Grants, Resrch		% Hrs Relatd to Pos: Clerical/Tech Staff	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Discipline								
Arts	4.41 (34)	3.61 (23)	18.00 (34)	16.09 (23)	3.76 (34)	3.70 (23)	8.76 (34)	8.17 (23)
Business	2.85 (39)	4.23 (22)	14.95 (39)	13.00 (22)	1.85 (39)	3.14 (22)	6.82 (39)	7.05 (22)
Education	8.82 (28)	8.08 (24)	16.36 (28)	19.04 (24)	3.29 (28)	3.08 (24)	5.57 (28)	6.08 (24)
Engineering/Computer Science	4.80 (35)	4.89 (18)	18.94 (35)	25.06 (18)	3.63 (35)	4.33 (18)	7.14 (35)	8.28 (18)
Humanities	3.92 (37)	3.42 (24)	15.71 (38)	14.61 (23)	3.68 (38)	4.96 (23)	6.29 (38)	6.70 (23)
Math/Science	3.44 (55)	3.50 (34)	15.02 (55)	15.03 (34)	4.69 (55)	5.62 (34)	8.75 (55)	7.47 (34)
Behavioral/Social Science	4.03 (106)	4.56 (55)	17.26 (106)	17.11 (55)	3.15 (106)	3.71 (55)	7.71 (106)	8.73 (55)
Professional/Technical	6.06 (51)	6.44 (16)	14.31 (51)	12.38 (16)	4.90 (51)	4.31 (16)	7.43 (51)	8.75 (16)
F Values[2]								
Discipline	5.19***		3.17**		3.25**		2.16*	
CSU/USA	.07		.01		1.41		.61	
Interaction	.24		.97		.39		.55	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	% Hrs Unreltd to Pos: Advising, Recruiting		% Hrs Unreltd to Pos: Instructnl Paperwrk		% Hrs Unreltd to Pos:Rrsch, Scholar,Article	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Arts	11.97 (34)	9.04 (23)	9.15 (34)	9.91 (23)	6.74 (34)	8.83 (23)
Business	9.92 (39)	11.68 (22)	14.08 (39)	10.14 (22)	13.69 (39)	19.55 (22)
Education	9.29 (28)	11.68 (25)	7.68 (28)	7.08 (25)	7.64 (28)	9.20 (25)
Engineering/Computer Science	13.91 (35)	8.06 (18)	13.57 (35)	12.67 (18)	9.97 (35)	18.33 (18)
Humanities	8.76 (38)	6.38 (24)	16.18 (38)	12.83 (24)	12.21 (38)	20.00 (24)
Math/Science	8.82 (55)	6.79 (33)	13.44 (55)	9.00 (33)	11.62 (55)	19.64 (33)
Behavioral/Social Science	11.21 (105)	10.48 (54)	15.17 (105)	12.43 (54)	11.68 (105)	17.43 (54)
Professional/Technical	11.69 (51)	16.75 (16)	12.39 (51)	14.06 (16)	10.31 (51)	11.25 (16)
F Values[2]						
Discipline	3.36**		3.79***		4.03***	
CSU/USA	1.08		5.87*		24.48***	
Interaction	2.51*		.76		.83	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	% Hrs Unreltd to Pos: Give Perform/Exhibit		% Hrs Unreltd to Pos: Seeking Funding	
	CSU	USA	CSU	USA
Discipline				
Arts	7.53 (34)	12.17 (23)	2.59 (34)	5.26 (23)
Business	.05 (39)	.00 (22)	1.21 (39)	2.14 (22)
Education	.00 (28)	.00 (25)	4.29 (28)	3.52 (25)
Engineering/Computer Science	1.57 (35)	.00 (18)	5.06 (35)	5.67 (18)
Humanities	.26 (38)	.00 (24)	1.37 (38)	2.38 (24)
Math/Science	.00 (55)	.15 (33)	2.89 (55)	6.70 (33)
Behavioral/Social Science	.10 (105)	1.39 (54)	2.84 (105)	2.94 (54)
Professional/Technical	.71 (51)	1.56 (16)	5.10 (51)	3.19 (16)

F Values[2]		
Discipline	21.48***	3.54***
CSU/USA	2.62	3.25
Interaction	1.63	1.62

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	Satisfaction with Workload[2]		Satisfaction with Institutional Support[2]	
	CSU	USA	CSU	USA
Discipline				
Arts	11.21 (33)	9.54 (24)	12.00 (33)	10.83 (24)
Business	11.67 (39)	10.50 (22)	12.56 (39)	11.32 (22)
Education	11.25 (28)	9.96 (25)	14.89 (28)	10.24 (25)
Engineering/Computer Science	11.29 (35)	10.22 (18)	11.46 (35)	9.83 (18)
Humanities	10.64 (36)	9.22 (23)	12.53 (36)	12.30 (23)
Math/Science	11.02 (54)	10.52 (33)	11.85 (54)	11.76 (33)
Behavioral/Social Science	11.26 (103)	9.22 (54)	12.87 (103)	11.70 (54)
Professional/Technical	10.82 (51)	8.75 (16)	12.78 (51)	12.13 (16)
F Values[3]				
Discipline	1.14		1.98	
CSU/USA	35.54***		17.77***	
Interaction	.70		2.42*	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Satisfaction scale derived rom responses to Q.8.
Note: The higher the score, the greater the dissatisfaction.

[3] F Values derived from analysis of variance.

Table G.1

CSU Chairs vs. USA Chairs

Hours Worked and Allocation of time by Discipline[1]

	Want More,Same,Less[2] Teaching Advising Students		Want More,Same,Less[2] Community Service		Want More,Same,Less[2]	
	CSU	USA	CSU	USA	CSU	USA
Discipline						
Arts	2.29 (34)	2.08 (24)	2.09 (34)	2.96 (24)	1.94 (33)	2.54 (24)
Business	2.26 (39)	1.86 (22)	2.05 (39)	2.41 (22)	2.19 (37)	2.23 (22)
Education	2.59 (27)	1.80 (25)	2.15 (27)	2.20 (25)	2.04 (28)	2.24 (25)
Engineering/Computer Science	2.00 (35)	2.06 (18)	2.06 (35)	2.28 (18)	1.94 (33)	2.61 (18)
Humanities	2.21 (38)	2.04 (24)	2.03 (38)	2.00 (24)	3.18 (38)	2.71 (24)
Math/Science	2.07 (54)	2.09 (33)	1.93 (54)	2.52 (33)	2.80 (54)	3.36 (33)
Behavioral/Social Science	2.33 (104)	2.13 (56)	2.17 (104)	2.07 (56)	2.26 (105)	2.68 (56)
Professional/Technical	2.42 (50)	2.38 (16)	2.14 (50)	1.94 (16)	2.12 (50)	2.44 (16)
F Values[3]						
Discipline	1.27		.87		3.34**	
CSU/USA	8.14**		4.94*		4.80*	
Interaction	1.43		2.28*		.74	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] Scale: More=1, About Same=2 and Less=3.

[3] F Values derived from analysis of variance.

Table G.2

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activities by Discipline[1]

	Published Articles Creative Work							
	(Refereed) 1988/89		(Refereed) 1987/88 & 88/89		(Non-refereed) 1988/89		(Non-refereed) 1986/87 & 87/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Discipline Category								
Arts	.68	.75	1.39	1.30	.32	.80	.54	1.15
	(28)	(20)	(28)	(20)	(28)	(20)	(28)	(20)
Business	.87	1.00	1.94	2.38	.32	.57	.68	1.33
	(31)	(21)	(31)	(21)	(31)	(21)	(31)	(21)
Education	.68	1.22	1.36	2.39	.77	1.00	1.23	1.17
	(22)	(18)	(22)	(18)	(22)	(18)	(22)	(18)
Engineering/Computer Science	.62	1.33	1.81	2.67	.35	.33	.85	.60
	(26)	(15)	(26)	(15)	(26)	(15)	(26)	(15)
Humanities	.66	.71	1.09	1.42	.13	.04	.34	.08
	(32)	(24)	(32)	(24)	(32)	(24)	(32)	(24)
Math/Science	.83	1.50	1.58	2.50	.31	.40	.72	.80
	(36)	(30)	(36)	(30)	(36)	(30)	(36)	(30)
Behavioral/Social Science	.50	1.19	.86	2.21	.35	.23	.55	.38
	(94)	(53)	(94)	(53)	(94)	(53)	(94)	(53)
Professional/Technical	1.12	.67	1.48	1.33	.29	.67	.43	.60
	(42)	(15)	(42)	(15)	(42)	(15)	(42)	(15)
F Values[2]								
Discipline	1.0		1.5		2.7**		2.3*	
CSU/USA	9.8**		12.3***		1.2		.1	
Interaction	1.4		1.0		.9		.9	

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* $p < .05$ ** $p < .01$ *** $p < .001$

1. All values are expressed as means with frequencies in parentheses.
2. F values derived from analysis of variance.

Table G.2

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activities by Discipline[1]

	Book Chapters				Presentations			
	1988/89		1987/88 & 88/89		1988/89		1986/87 & 87/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Arts	.21	.60	.11	.10	1.50	1.95	1.50	1.95
	(28)	(20)	(28)	(20)	(28)	(20)	(28)	(20)
Business	.13	.24	.10	.00	1.97	2.19	1.97	2.19
	(31)	(21)	(31)	(21)	(31)	(21)	(31)	(21)
Education	.14	.17	.23	.22	3.41	3.44	3.41	3.44
	(22)	(18)	(22)	(18)	(22)	(18)	(22)	(18)
Engineering/Computer Science	.12	.40	.04	.13	1.54	1.73	1.54	1.73
	(26)	(15)	(26)	(15)	(26)	(15)	(26)	(15)
Humanities	.34	.54	.28	.67	1.97	1.46	1.97	1.46
	(32)	(24	(32)	(24)	(32)	(24)	(32)	(24)
Math/Science	.19	.10	.06	.20	1.22	1.47	1.22	1.47
	(36)	(30)	(36)	(30)	(36)	(30)	(36)	(30)
Behavioral/Social Science	.20	.58	.24	.34	1.64	1.87	1.64	1.87
	(94)	(53)	(94)	(53)	(94)	(53)	(94)	(53)
Professional/Technical	.19	.07	.14	.07	2.55	2.07	2.55	2.07
	(42)	(15)	(42)	(15)	(42)	(15)	(42)	(15)
F Values[2]								
Discipline	1.1		2.5*		3.2**		2.3*	
CSU/USA	5.4*		1.9		.1		.6	
Interaction	.9		.8		.3		1.5	

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. F values derived from analysis of variance.

Table G.2

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activities by Discipline[1]

	Juried Exhibitions/Performances				Non-Juried Exhibitions/Performances			
	1988/89		1986/87 & 87/88		1988/89		1986/87 & 87/88	
	CSU	USA	CSU	USA	CSU	USA	CSU	USA
Arts	2.43	1.45	4.25	3.60	2.21	.85	4.25	1.40
	(28)	(20)	(28)	(20)	(28)	(20)	(28)	(20
Business	.00	1.50	.00	.00	.00	.00	.00	.00
	(31)	(20)	(31)	(20)	(31)	(20)	(31)	(20)
Education	.00	.00	.05	.00	.00	.00	.00	.00
	(22)	(18)	(22)	(18)	(22)	(18)	(22)	(18)
Engineering/Computer Science	.00	.00	.00	.00	.08	.00	.00	.00
	(26)	(15)	(26)	(15)	(26)	(15)	(26)	(15)
Humanities	.03	.00	.09	.00	.13	.00	.03	.04
	(32)	(24)	(32)	(24)	(32)	(24)	(32)	(24)
Math/Science	.06	.00	.06	.00	.03	.00	.03	.00
	(36)	(30)	(36)	(30)	(36)	(30)	(36)	(30)
Behavioral/Social Science	.00	.06	.00	.00	.02	.06	.04	.11
	(94)	(53)	(94)	(53)	(94)	(53)	(94)	(53)
Professional/Technical	.00	.13	.00	.07	.00	.20	.00	.47
	(42)	(15)	(42)	(15)	(42)	(15)	(42)	(15)

F Values[2]

Discipline	6.3***	13.9***	17.7***	20.8***
CSU/USA	.2	.1	2.2	2.1
Interaction	1.4	.1	3.2**	4.8***

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. F values derived from analysis of variance.

Table G.2

CSU Chairs vs. USA Chairs

Research, Creative, and Professional Activities by Discipline[1]

	Monographs 1986/87 & 87/88		Research/Tech Repts (Internal) 1986/87 & 87/88		Articles/Creative Work (Popular Media) 1988/89	
	CSU	USA	CSU	USA	CSU	USA
Arts	.00 (28)	.00 (20)	.61 (28)	1.30 (20)	.21 (28)	2.75 (20)
Business	.03 (31)	.24 (21)	1.61 (31)	1.62 (21)	1.06 (31)	.43 (21)
Education	.55 (22)	.22 (18)	2.05 (22)	.67 (18)	.45 (22)	.89 (18)
Engineering/Computer Science	.08 (26)	.40 (15)	2.04 (26)	3.00 (15)	.46 (26)	.13 (15)
Humanities	.03 (32)	.04 (24)	.56 (32)	.50 (24)	.44 (32)	.13 (24)
Math/Science	.00 (36)	.03 (30)	.81 (36)	.50 (30)	.31 (36)	.00 (30)
Behavioral/Social Science	.16 (94)	.04 (52)	.69 (94)	1.72 (53)	.71 (94)	.11 (53)
Professional/Technical	.14 (42)	.07 (15)	1.31 (42)	1.40 (15)	.45 (42)	1.33 (15)
F Values[2]						
Discipline	2.9**		2.5*		1.0	
CSU/USA	.1		1.4		.1	
Interaction	1.5		1.3		2.3*	

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.
2. F values derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Courses			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	1.52 (23)	1.30 (23)	1.44 (9)	1.00 (1)
Business	2.05 (22)	1.33 (18)	1.53 (17)	1.00 (1)
Education	1.53 (17)	1.52 (21)	1.30 (10)	1.00 (2)
Engineering/Computer Science	1.20 (20)	1.40 (10)	1.64 (14)	1.00 (3)
Humanities	1.64 (28)	1.33 (21)	1.50 (10)	1.00 (3)
Science/Math	1.69 (35)	1.42 (26)	2.00 (16)	2.00 (3)
Behavioral/Social Science	1.79 (66)	1.49 (55)	1.44 (36)	-
Professional/Technical	1.77 (30)	2.27 (11)	1.94 (18)	.75 (4)

F Values[2]		
Discipline	1.22	1.00
CSU/USA	3.71*	4.19
Interaction	1.07	.38

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Courses			
	Winter			
	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Arts	-	-	1.33 (9)	1.00 (1)
Business	-	-	1.47 (17)	1.00 (1)
Education	-	-	.80 (10)	1.00 (2)
Engineering/Computer Science	-	-	1.43 (14)	1.00 (3)
Humanities	-	-	1.40 (10)	1.00 (3)
Science/Math	-	-	1.56 (16)	1.33 (3)
Behavioral/Social Science	-	-	1.36 (36)	-
Professional/Technical	-	-	1.50 (18)	.75 (4)

F Values[2]	
Discipline	.55
CSU/USA	2.09
Interaction	.18

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Courses			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	1.57 (23)	1.17 (23)	1.33 (9)	1.00 (1)
Business	1.77 (22)	.78 (18)	1.29 (17)	1.00 (1)
Education	1.24 (17)	1.38 (21)	.90 (10)	1.00 (2)
Engineering/Computer Science	1.25 (20)	1.30 (10)	1.43 (14)	.67 (3)
Humanities	1.64 (28)	1.29 (21)	1.20 (10)	1.00 (3)
Science/Math	1.63 (35)	1.31 (26)	1.00 (16)	1.00 (3)
Behavioral/Social Science	1.65 (66)	1.35 (55)	1.33 (36)	-
Professional/Technical	1.57 (30)	2.09 (11)	1.56 (18)	1.00 (4)

F Values[2]	Semester System	Quarter System
Discipline	.66	.65
CSU/USA	6.39**	1.87
Interaction	1.70	.26

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Students			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	29.95 (22)	34.78 (23)	47.33 (9)	35.00 (1)
Business	58.40 (20)	45.17 (18)	40.29 (17)	30.00 (1)
Education	30.59 (17)	31.76 (21)	37.44 (9)	18.00 (2)
Engineering/Computer Science	27.30 (20)	28.60 (10)	48.85 (13)	21.67 (3)
Humanities	59.81 (26)	37.62 (21)	42.90 (10)	16.00 (2)
Science/Math	43.73 (33)	55.48 (25)	57.81 (16)	30.33 (3)
Behavioral/Social Science	67.77 (62)	74.15 (53)	57.41 (34)	-
Professional/Technical	50.70 (30)	77.82 (11)	50.76 (17)	20.75 (4)

F Values[2]

	Semester System	Quarter System
Discipline	3.89***	.44
CSU/USA	.20	3.91
Interaction	.66	.04

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Students			
	Winter			
	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Arts	-	-	30.53 (9)	15.00 (1)
Business	-	-	34.18 (17)	30.00 (1)
Education	-	-	21.67 (9)	21.00 (2)
Engineering/Computer Science	-	-	39.00 (13)	16.00 (3)
Humanities	-	-	42.00 (10)	55.00 (2)
Science/Math	-	-	45.44 (16)	95.33 (3)
Behavioral/Social Science	-	-	48.76 (34)	-
Professional/Technical	-	-	23.41 (17)	28.25 (4)

F Values[2]

Discipline	1.41
CSU/USA	.33
Interaction	.71

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Students			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	32.50 (22)	29.91 (23)	33.89 (9)	100.00 (1)
Business	43.25 (20)	22.33 (18)	24.41 (17)	30.00 (1)
Education	24.53 (17)	37.57 (21)	21.67 (9)	24.00 (2)
Engineering/Computer Science	27.80 (20)	25.80 (10)	44.31 (13)	7.33 (3)
Humanities	58.85 (26)	28.00 (21)	45.60 (10)	20.00 (2)
Science/Math	35.15 (33)	40.52 (25)	38.31 (16)	13.33 (3)
Behavioral/Social Science	62.27 (62)	48.08 (53)	39.91 (34)	-
Professional/Technical	41.53 (30)	56.36 (11)	24.59 (17)	22.25 (4)

F Values[2]

	Semester System	Quarter System
Discipline	2.80**	.80
CSU/USA	2.20	1.09
Interaction	1.33	1.15

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Meeting Hours Per Week			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	4.60 (20)	5.13 (23)	7.33 (9)	3.00 (1)
Business	5.80 (20)	4.33 (18)	5.86 (14)	4.00 (1)
Education	4.81 (16)	4.55 (20)	4.22 (9)	5.00 (2)
Engineering/Computer Science	4.30 (20)	4.20 (10)	6.57 (14)	4.00 (3)
Humanities	5.08 (26)	4.24 (21)	5.44 (9)	4.00 (2)
Science/Math	5.58 (33)	4.72 (25)	8.81 (16)	11.00 (3)
Behavioral/Social Science	6.48 (61)	5.44 (52)	5.33 (33)	-
Professional/Technical	5.00 (30)	8.20 (10)	9.07 (15)	2.00 (4)
F Values[2]				
Discipline	.86		1.99	
CSU/USA	.67		3.04	
Interaction	.86		1.08	

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

Number of Meeting Hours Per Week

Winter

	Semester System		Quarter System	
	CSU	USA	CSU	USA
Academic Rank				
Arts	-	-	6.22 (9)	3.00 (1)
Business	-	-	5.93 (14)	4.00 (1)
Education	-	-	2.56 (9)	5.00 (2)
Engineering/Computer Science	-	-	5.71 (14)	4.67 (3)
Humanities	-	-	4.89 (9)	4.00 (2)
Science/Math	-	-	5.38 (16)	9.00 (3)
Behavioral/Social Science	-	-	5.58 (33)	-
Professional/Technical	-	-	6.67 (15)	4.00 (4)

F Values[2]

Discipline	.68
CSU/USA	.07
Interaction	.72

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Meeting Hours Per Week			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	4.80 (20)	4.74 (23)	6.00 (9)	3.00 (1)
Business	4.90 (20)	2.39 (18)	4.86 (14)	4.00 (1)
Education	4.00 (16)	4.00 (20)	3.11 (9)	5.00 (2)
Engineering/Computer Science	4.15 (20)	3.70 (10)	5.36 (14)	2.67 (3)
Humanities	5.04 (26)	3.95 (21)	4.56 (9)	4.00 (2)
Science/Math	5.82 (33)	4.56 (25)	3.63 (16)	5.00 (3)
Behavioral/Social Science	6.33 (61)	4.25 (52)	4.94 (33)	-
Professional/Technical	4.97 (30)	7.30 (10)	8.73 (15)	9.50 (4)

F Values[2]	Semester System	Quarter System
Discipline	1.12	2.68**
CSU/USA	5.22*	.02
Interaction	1.18	.36

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Units			
	Fall			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	3.29 (21)	3.27 (22)	6.11 (9)	4.00 (1)
Business	5.52 (21)	3.18 (17)	5.81 (16)	4.00 (1)
Education	4.29 (17)	4.30 (20)	4.22 (9)	5.00 (2)
Engineering/Computer Science	3.60 (20)	4.00 (9)	5.21 (14)	3.00 (3)
Humanities	5.08 (26)	3.65 (17)	6.30 (10)	4.00 (1)
Science/Math	4.13 (32)	3.96 (23)	5.47 (15)	17.00 (1)
Behavioral/Social Science	5.30 (63)	4.64 (44)	5.19 (31)	-
Professional/Technical	4.41 (29)	7.64 (11)	6.41 (17)	1.25 (4)

F Values[2]	Semester System	Quarter System
Discipline	2.01*	.41
CSU/USA	.84	1.87
Interaction	2.25	2.95**

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Units			
	Winter			
	Semester System		Quarter System	
Academic Rank	CSU	USA	CSU	USA
Arts	-	-	5.22 (9)	4.00 (1)
Business	-	-	5.38 (16)	4.00 (1)
Education	-	-	2.56 (9)	4.00 (2)
Engineering/Computer Science	-	-	4.50 (14)	3.00 (3)
Humanities	-	-	5.80 (10)	4.00 (1)
Science/Math	-	-	4.53 (15)	5.00 (1)
Behavioral/Social Science	-	-	5.42 (31)	-
Professional/Technical	-	-	4.82 (17)	2.25 (4)

F Values[2]

Discipline	.81
CSU/USA	1.41
Interaction	.31

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table G.3

CSU Chairs vs. USA Chairs

Teaching Loads and Teaching Activities by Discipline Category[1]

	Number of Units			
	Spring			
	Semester System		Quarter System	
Discipline Category	CSU	USA	CSU	USA
Arts	3.62 (21)	2.86 (22)	5.33 (9)	4.00 (1)
Business	4.67 (21)	2.00 (17)	4.69 (16)	4.00 (1)
Education	3.41 (17)	4.05 (20)	2.89 (9)	5.00 (2)
Engineering/Computer Science	3.65 (20)	4.00 (9)	4.79 (14)	2.67 (3)
Humanities	5.00 (26)	3.59 (17)	5.00 (10)	4.00 (1)
Science/Math	3.81 (32)	3.39 (23)	3.20 (15)	0.00 (1)
Behavioral/Social Science	4.97 (63)	4.14 (44)	5.23 (31)	-
Professional/Technical	4.28 (29)	6.45 (11)	5.35 (17)	4.25 (4)

F Values[2]

Discipline	2.06*	1.03
CSU/USA	3.30	.99
Interaction	2.33*	.35

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

APPENDIX H

Discipline Category Analyses: CSU Temporary Faculty

H.1 Hours Worked and Allocation of Time by Discipline
H.2 Research, Creative, and Professional Activities by Discipline
H.3 Teaching Loads and Teaching Activities by Discipline

Table H.1

CSU Temporary Faculty

Hours Worked and Allocation of Time by Discipline[1]

	# Hrs Per Week for Institution	# Hrs Per Week Other Paid Activities	# Hrs Per Week UnpaidCommunity Srvc/Activty
Discipline			
Arts	25.67 (61)	12.51 (61)	4.02 (61)
Business	20.20 (90)	21.40 (90)	2.21 (90)
Education	20.40 (63)	15.41 (63)	2.19 (63)
Engineering/Computer Science	27.30 (77)	13.26 (77)	1.43 (77)
Humanities	25.55 (62)	8.58 (62)	1.44 (62)
Math/Science	29.27 (101)	10.01 (101)	1.86 (101)
Behavioral/Social Science	23.78 (162)	11.57 (162)	3.08 (162)
Professional/Technical	19.62 (87)	13.61 (87)	2.90 (87)
F Values[2]			
Discipline	4.08***	4.35***	2.55*

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table H.1

CSU Temporary Faculty

Hours Worked and Allocation of Time by Discipline[1]

	% Tot Instit Wrk Hrs Teach,Instrct,Supvis	% Tot Instit Wrk Hrs Instructnl Paperwrk	% Tot Instit Wrk Hrs Performance/ Exhibitn
Discipline			
Arts	44.85 (61)	20.66 (61)	4.90 (61)
Business	43.28 (90)	29.97 (90)	.00 (90)
Education	49.49 (63)	19.10 (63)	.27 (63)
Engineering/Computer Science	37.44 (77)	33.49 (77)	.00 (77)
Humanities	37.34 (62)	34.63 (62)	.40 (62)
Math/Science	41.03 (101)	32.77 (101)	.12 (101)
Behavioral/Social Science	42.15 (162)	27.31 (162)	.37 (162)
Professional/Technical	46.10 (87)	24.33 (87)	.13 (87)
F Values[2]			
Discipline	2.63*	7.61***	19.04***

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*p. < .05 **p. < .01 ***p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table H.1

CSU Temporary Faculty

Hours Worked and Allocation of Time by Discipline[1]

	% Tot Instit Wrk Hrs Mentor/Role Model	% Tot Instit Wrk Hrs Seek Funding
Discipline		
Arts	1.93 (61)	1.72 (61)
Business	2.26 (90)	.21 (90)
Education	1.67 (63)	1.02 (63)
Engineering/Computer Science	1.04 (77)	.57 (77)
Humanities	1.16 (62)	.26 (62)
Math/Science	1.28 (101)	.97 (101)
Behavioral/Social Science	2.20 (162)	.95 (162)
Professional/Technical	3.54 (87)	.86 (87)
F Values[2]		
Discipline	2.60*	2.05*

---

*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table H.1

CSU Temporary Faculty

Hours Worked and Allocation of Time by Discipline[1]

Dicipline	Want More,Same,Less[3] Resrch/Creatve Actvty	Want More,Same,Less[3] Teaching
Arts	1.30 (53)	1.68 (53)
Business	1.52 (61)	1.84 (61)
Education	1.33 (39)	1.77 (39)
Engineering/Computer Science	1.42 (50)	2.06 (50)
Humanities	1.23 (48)	1.94 (48)
Math/Science	1.32 (71)	1.83 (71)
Behavioral/Social Science	1.25 (131)	1.94 (131)
Professional/Technical	1.49 (51)	1.69 (51)
F Values[2]		
Discipline	2.93**	2.12*

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

[3] Scale: More = 1, About Same = 2, and Less=3.

Table H.2

CSU Temporary Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Published Reviews		Juried Exhibitions/Performances	
	1989	1986/87 & 87/88	1989	1986/87 & 1987/88
Discipline Category				
ARTS	.68	.78	2.00	3.39
	(41)	(41)	(41)	(41)
BUSINESS	.06	.00	.00	.00
	(34)	(34)	(34)	(34)
EDUCATION	.03	.00	.00	.00
	(33)	(33)	(33)	(33)
ENGINEERING/COMPUTER SCIENCE	.22	.08	.00	.00
	(36)	(36)	(36)	(36)
HUMANITIES	.32	.49	.81	.92
	(37)	(37)	(37)	(37)
MATH/SCIENCE	.10	.22	.00	.00
	(51)	(51)	(51)	(51)
BEHAVIORAL/SOCIAL SCIENCE	.30	.40	.25	.12
	(106)	(106)	(106)	(106)
PROFESSIONAL/TECHNICAL	.18	.27	.04	.04
	(45)	(45)	(45)	(45)
F VALUES[2]	2.1*	2.0*	7.3***	7.2***

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* p. < .05 ** p. < .01 *** p. < .001

1. All values are expressed as means with frequencies in parentheses.

2. F values derived from analysis of variance.

Table H.2

CSU Temporary Faculty

Research, Creative, and Professional Activities by Discipline[1]

	Non-juried Exhibitions/ Performances		Non-refereed Publications	Patents
	1988/89	1986/87 & 87/88	1988/89	1988/89
Discipline Category				
ARTS	2.29	3.02	.46	.73
	(41)	(41)	(41)	(41)
BUSINESS	.00	.00	.65	.00
	(34)	(34)	(34)	(34)
EDUCATION	.09	.00	.24	.00
	(33)	(33)	(33)	(33)
ENGINEERING/COMPUTER SCIENCE	.00	.00	.14	.11
	(36)	(36)	(36)	(36)
HUMANITIES	.05	.00	.36	.05
	(37)	(37)	(36)	(37)
MATH/SCIENCE	.00	.00	.18	.04
	(51)	(51)	(51)	(51)
BEHAVIORAL/SOCIAL SCIENCE	.04	.00	.28	.07
	(106)	(106)	(106)	(106)
PROFESSIONAL/TECHNICAL	.07	.16	.07	.04
	(45)	(45)	(45)	(45)
F VALUES[2]	10.9***	17.8***	2.4*	2.1*

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* p. < .05 ** p. < .01 *** p. < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F values derived from analysis of variance.

Table H.3

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Discipline[1]

	Number of Courses	Number of Students
Discipline		
Art	2.74 (57)	59.75 (57)
Business	2.31 (88)	82.31 (88)
Education	2.12 (59)	39.63 (59)
Engineering/Computer Science	2.70 (76)	73.43 (76)
Humanities	2.64 (59)	71.90 (59)
Science/Math	2.74 (96)	87.40 (96)
Behavioral/Social Science	2.41 (159)	82.79 (159)
Professional/Technical	2.24 (82)	72.63 (82)
F Values[2]		
Discipline	2.26**	3.79***

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table H.3

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Discipline[1]

	Number of Units	Number of Different Preparations
Discipline		
Art	6.81 (57)	2.24 (55)
Business	7.32 (88)	1.49 (87)
Education	6.73 (59)	1.70 (61)
Engineering/Computer Science	6.34 (76)	2.04 (74)
Humanities	8.66 (59)	1.93 (58)
Science/Math	7.23 (96)	2.02 (96)
Behavioral/Social Science	7.26 (159)	1.82 (158)
Professional/Technical	5.50 (82)	1.79 (84)
F Values[2]		
Discipline	3.75***	2.81**

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table H.3

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Discipline[1]

Discipline	Number of Lower Division Students Receiving Individualized Instruction	Number of Hours of Lower Division Individualized Instruction
Art	2.85 (55)	1.07 (55)
Business	1.41 (87)	0.45 (87)
Education	0.20 (61)	0.18 (61)
Engineering/Computer Science	4.31 (74)	1.08 (74)
Humanities	4.29 (58)	2.00 (58)
Science/Math	4.13 (96)	2.17 (96)
Behavioral/Social Science	2.72 (158)	1.33 (158)
Professional/Technical	2.82 (84)	1.21 (84)
F Values[2]		
Discipline	4.28***	4.95***

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*p < .05 **p < .01 ***p < .001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

Table H.3

CSU Temporary Faculty

Teaching Loads and Teaching Activities by Discipline[1]

	Number of Upper Division Students Receiving Individualized instruction	Number of Graduate Students Receiving Individualized Instruction
Discipline		
Art	2.36 (58)	1.26 (58)
Business	3.05 (88)	0.55 (88)
Education	2.60 (62)	3.40 (62)
Engineering/Computer Science	4.92 (76)	0.70 (76)
Humanities	2.07 (60)	0.05 (60)
Science/Math	2.16 (99)	0.38 (99)
Behavioral/Social Science	2.03 (159)	0.79 (159)
Professional/Technical	3.19 (85)	0.33 (85)
F Values[2]		
Discipline	2.33**	7.62***

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*p.<.05 **p.<.01 ***p.<.001

[1] All values are expressed as means with frequencies in parentheses.

[2] F Value is derived from analysis of variance.

APPENDIX I

Understanding this Report:

An Introduction to T-tests, Analysis of Variance and Statistical Significance.

Understanding this Report: An Introduction to T-tests, Analysis of Variance and Statistical Significance.

Reading and Understanding the Tables in this Report

This appendix is designed to make the findings of this report more accessible to the interested party not familiar with such material. All of the tables of findings contain means, and all use a similar notation for indicating the statistical significance of findings. What may prove difficult for the reader is the examination of such a large number of means, and accompanying statistical tests, within a single report. Simultaneously reading a description of these findings which contains statistical terminology unfamiliar to non-social scientists only adds to the difficulty. The following material describes all of the technical language used in the findings section. Examples of each method of presentation of results are presented and discussed.

Statistical Tests

Statistical tests are designed to answer questions about the applicability of a particular set of findings to the population from which the sample results were obtained. For example, in the Faculty Workload Study a sample of CSU faculty and a sample of USA faculty were obtained. The statistical tests allow us to generalize from these samples to the population of faculty from which the samples were drawn. There are many different kinds of statistical tests, but only two were used in the Faculty Workload Study, t-tests and analysis of variance. Both of these tests are designed to answer questions about means. A mean is an average. For example, some of our tables examine the mean (or average) number of hours per week that faculty devote to institutionally-related activities, others examine the mean number of classes taught in a given semester. One can examine the means in each group and note the direction and magnitude of differences; however, a numerical difference does not necessarily indicate that a "statistically significant" difference exists. To assess the statistical significance of the difference between two means one uses a t-test.

The difference between a t-test and analysis of variance is that t-tests answer questions about only two means, while analysis of variance is able to answer questions about more than two means. For example, when comparing the CSU faculty with the USA faculty as in tables 3.1, 4.1, and 5.1, t-tests are used because there are only two groups to compare. In most of the other tables analysis of variance is used because the CSU/USA grouping has been divided into additional groups on the basis of rank, size of institution, or discipline. Since there are more than two means being compared at one time, analysis of variance is appropriate.

Statistical Significance

The type of statistical analysis presented in these tables is based on probability theory. Statistical significance is a probabilistic term used to indicate that findings lead to the conclusion that the results observed in the sample are likely to also exist in the population from which the sample was drawn. Thus, if we state that a finding is "statistically significant," we are stating that the results are likely to exist in the population. There is always a chance that a statistically significant finding is wrong; i.e., that the finding is really due to sampling error, or that the observed differences do not exist in the population. The probability that this is true is indicated by the "level of significance". In this report the level of significance is shown for each statistically significant finding by providing asterisks next to the findings. For example, in Table 3.1 the following findings are shown:

Teaching, Instructional Supervision, and Guest Lecturing

% of Time	
CSU	USA
32.01**	30.13

These findings represent means (averages) and indicate that the CSU faculty allocate about 2% more of their time to "teaching, instructional supervision and guest lecturing" than do USA faculty. Since there are only two means to compare a t-test was used to examine the statistical significance of the differences. At the bottom of Table 3.1 the following footnote appears:

* p. < .05 ** p. < .01 *** p. < .001

The two asterisks indicate that the difference between the two means is statistically significant at the "p. < .01" level. In non-technical language this means that the probability (p.) that these mean differences are not real (i.e., due to random sampling error and not existing in the population) is less than 1 in 100 (< .01).

Statistical significance can be distinguished from "substantive significance". Substantive significance is not a probability based statement, but refers to the degree which the findings might be taken as important or meaningful. The judgment of the substantive significance of findings is not made in the findings section of this report, only the statistically significant findings are presented and described.

Main and Interaction Effects in Analysis of Variance

When reporting the results of analysis of variance (ANOVA), two types of findings are possible; namely, a main effect and an interaction effect. A section of Table 3.5 will be used to illustrate the meaning of these terms:

Published Articles/Creative Work[1]

	CSU	USA
Academic Rank		
Full Professor	.76 (903)	1.43 (333)
Associate Professor	1.09 (452)	1.27 (351)
Assistant Professor	.94 (276)	1.07 (309)
F Values		
Academic Rank	3.5*	
CSU/USA	32.5***	
Interaction	7.5**	

* p. < .05 ** p. < .01 *** p. < .001

1 . Figures represent cell means with number of cases in parentheses.

First, examine the six means, and the number of people in each category (shown in parentheses), for the combination of CSU/USA group and academic rank shown above. Note that the USA faculty publish more than the CSU faculty within each academic rank. This difference represents the main effect of CSU/USA grouping. Next notice that as academic rank increases, the number of publications also increases, with one exception. These differences illustrate the main effect of academic rank. The one exception is that the CSU full professors publish less than any other group. Thus, the effect of rank is slightly different, depending on whether the person is a member of a CSU or USA institution. For faculty in the USA group, publications increase as rank increases. For faculty in the CSU group, associate professors publish more than assistant professors, but full professors publish less than both assistant and associate professors. These differences illustrate an interaction effect. An "interaction" means that two variables interact in such a way as to produce effects which are not similar across all comparisons. In the above example, if the CSU full professors published more than the CSU associate and assistant professors, but still published less than the USA full professors, no interaction effect would exist.

There is no simple formula for sorting out interaction effects. As the number of means involved becomes larger, the task becomes more difficult. None of the comparisons presented in this report involve more than two variables. The group by academic rank and group by size of institution comparisons each involve six means. The group-by-discipline comparisons involve 16 means and are presented only in Appendices. The reader will have to do what we have done, carefully consider the nature of each interaction and arrive at the most satisfactory interpretation.

F Values in Tables Testing Mean Differences with Analysis of Variance

A column of F Values is presented in all of the tables which test mean differences using analysis of variance; i.e., those tables examining more than two means simultaneously. An F value is a number which represents a probability distribution. The larger the F value the more likely it is that the observed comparison of means is statistically significant and the smaller the probability that the observed findings can be attributed to random error.

Examine the F Values in the above table. These are the F values associated with the analysis of variance examining the effects of rank and CSU/USA group on publications. All three F values are asterisked, indicating that both main effects (rank and group) and the interaction effect of rank and group are statistically significant. As the F value increases in magnitude the probability level (p. value) associated with that F value gets smaller. In non-technical terms this means that one is more confident of the existence of mean differences in the population when the F value is large and corresponding p. value small.